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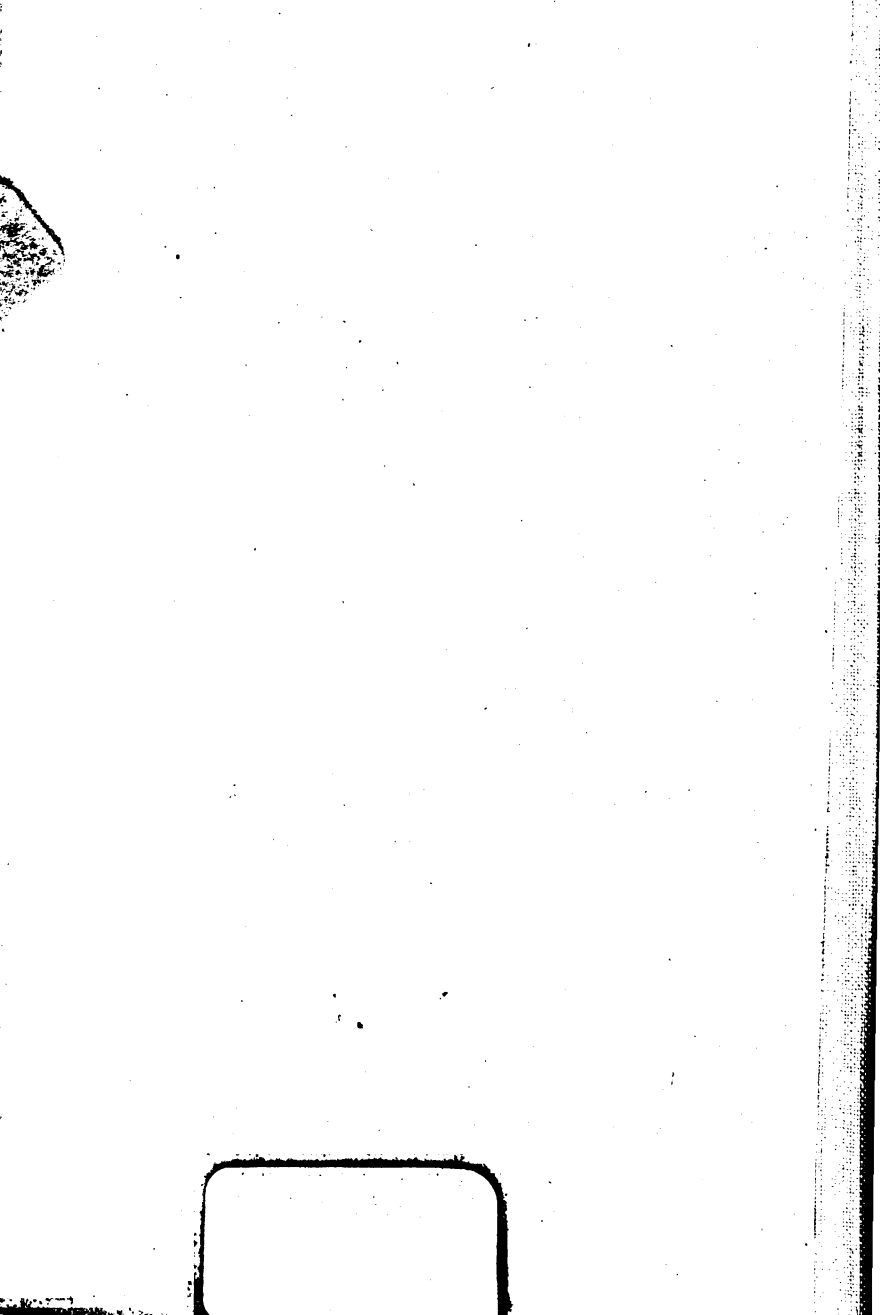

SOME EXAMPLES OF JUNIOR HIGH AND HIGH SCHOOL NEWSPAPERS PUBLISHED IN CLEVELAND, OHIO

Courtesy Division of Publications, Cleveland Public Schools

WRITING FOR PRINT

A HANDBOOK IN JOURNALISTIC COMPOSITION, WITH SUGGESTIONS ON THE ORGANIZATION AND CONDUCT OF THE HIGH SCHOOL NEWSPAPER

BY

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Dedicated

TO THAT EAGER COMPANY OF
YOUNG REPORTERS AND EDITORS
WHO ARE ACQUIRING THE ART OF EXPRESSION
BY WRITING FOR PRINT

F. Mar. 31/22.

FOREWORD

An appreciation of good literature is seldom developed among young people by that minute analysis of those who apply "the laboratory method" to the study of literary masterpieces. Often the fact that a book has been read under a forced draft has produced a positive distaste for an author, and this has persisted long after graduation. Then, too, some of the books thus prescribed for compulsory reading have been selected by those who, forgetting what young people are like, have presumed too much upon the assimilative capacity of youth.

It is here that writing for publication, for an actual audience, steps in to help the instructor in English composition. Young folk who were going into the factory or the home, and therefore have cared little for ordinary themes, realize for the first time the practical value of being able to use words and sentences correctly in reporting life around them. Clearness and force mean something more than rhetorical terms.

The study of the newspaper, which ought to be a part of the curriculum, enables the pupil to distinguish the news that has permanent value from that which has only passing interest. A little guidance by the instructor in the selection of newspapers to read, soon gives the pupil a standard by which to judge the printed page. The newspaper thus becomes a valuable adjunct of a liberal education, and bridges the gap between the romance of the day's work and the literature of the master workmen of all time.

JAMES MELVIN LEE

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PREFACE

YOUNG people need daily drill in the simple art of telling directly what they know. They must learn that effective expression is fundamental to every human relationship, that the world is keyed to its work by the spoken and written word. They must appreciate that words and sentences are their tools of thought, to be handled skilfully and intelligently. How shall instructors who direct course in writing lift before their vision this practical and important goal, the ability to express *themselves?* How may the theme bugaboo be transformed into an invigorating and profitable experience?

This book seeks to offer one answer to the question. Let the student discover and record the rich assortment of news items that belong to a familiar world of people and things, instead of expounding subjects lacking in personal appeal. Then let him write for a waiting reader — instructor, classmates, parents, friends — in the hope of winning their approval, their praise. To the zest of the explorer will be added the reward of public acclaim. To *print* the young writer's handiwork is to dignify it, to recognize its worth. His writing kindles with fresh purpose, responds to new incentive.

The main part of this book is concerned with the collecting and writing of news. This record of events, written under the guidance of the instructor, may be (1) published in a special column of the town newspaper, (2) reproduced on a mimeograph for distribution, (3) read aloud at the weekly student gathering or as part of the program of a literary society, (4) copied on the typewriter and posted

on the bulletin board, (5) published in the school paper. Indeed, any useful method that secures an audience for it will prove advantageous. The school newspaper is here recommended as the most satisfactory of these channels of publicity; accordingly, the second part of this book is given over to the establishment and conduct of the school newspaper for the benefit of those who already have such a publication, or plan to have one.

The study of newspapers and periodicals, in conjunction with the reading of this book, will also be found profitable in developing interest in current events, as reflected in history, government, science, and literature. A widening of the mental horizon, an ability to meet people, an awakening of latent instincts, are among the by-products of such work.

The course of training here outlined is supplemented, chapter by chapter, by striking news stories, features, and editorials, carefully selected because of their inherent worth, and by exercises and assignments illustrative of matters discussed. These may be used as a basis for class recitation.

The book is not offered as a complete treatise in newspaper technique, nor as a vocational short-cut to the profession of journalism. Adequate preparation for such work can come only with specialized study, maturity, long practice, and an ample intellectual background. It does offer itself, however, as a helpful guide in journalistic writing in the schools, with the earnest recommendation that some means for displaying the work of student-reporters be found and utilized. Close observation of the operation of the system has convinced the author of its entire feasibility and value. He does not present it as a desperate, untried remedy, but as a plan that has brought the results hoped for.

The preparation of this manual has entailed almost four years of thought, consultation, criticism, and revision,

to the end that it might fulfil the purpose teachers have in mind. The author desires to express hearty appreciation to a large number of instructors commissioned to direct the work of composition, to a smaller group of newspapermen who have given of their experience and wisdom in the presentation of the text, and to a chosen few who have examined the manuscript at every step of its progress. Special thanks are extended to Miss Elizabeth B. Fletcher, assistant in English at the University of Illinois, who has carefully revised the manuscript and given the author the advantage of her teaching and newspaper experience, and to Dr. Clarence V. Boyer, also of the Department of English, University of Illinois, who has made many valuable suggestions.

As the author looks back over the track of the years to his own "little shop of dreams," redolent with the smell of ink and vibrant with the song of the press, he cannot but indulge the hope that the printing office will continue to be a school of youthful endeavor, where printed composition becomes the beloved occupation of earnest hearts and ready hands.

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WRITING FOR PRINT

PART I

CHAPTER I

THE REPORTER AND THE NEWS

The Underlying Purpose. — When young Tom Simpson escorted Dorothy Morgan to the Senior Christmas party he had no idea he was about to meet a girl who had received a Carnegie medal and a university scholarship in recognition of her bravery. He had reached the end of the sixth dance and had conducted Dorothy to a seat when his eyes encountered a vivacious young lady on her way to the punch-bowl with Buck Weaver.

"Who's that?" he asked his companion, nodding in the girl's direction.

"Oh, that's Frances Holbrook from Chicago. She's spending the holidays here. I'll introduce you. She saved a man's life after he had been bitten by a rattlesnake," was the reply.

His curiosity whetted, Tom Simpson plied question after question until he was in possession of as much of the story as Dorothy knew. A few minutes afterward, as he chatted with the girl from Chicago, he succeeded in supplying the missing links in the chain, although Miss Holbrook protested that she was not a heroine and did not deserve the Carnegie medal.

When Tom Simpson arrived home long after midnight, he

awakened his mother to tell her about Frances Holbrook. All the details of that heroic adventure were etched upon his memory; his words came in a tumble. He was tremendously interested, and he chose the easiest and most natural way to share his experience with someone else. He was simply obeying one of the most compelling of human instincts, the desire to express one's thoughts.

Tom Simpson might have chosen another medium to convey his discovery. He might have written it in the form of a letter to a distant friend — and he probably did — or he might have set it down to satisfy the requirements in theme writing. The chances are that he did not do this, however, because he did not regard the incident as theme material. It was too personal, too matter-of-fact, too interesting, and themes had always seemed to him exercises in punctuation, spelling, and the principles of rhetoric. Students who received the high marks chose subjects like "An Abandoned Farm," or "Watching the Sunset," and wove into them beautiful descriptions that suggested real literature. Young Simpson found that kind of composition difficult and vexatious, although he completed his assignments, and was not indifferent to the command to obey the laws of grammar, diction, and organization.

But that thrilling incident from real life, quite apart from the inclinations of Tom Simpson, pleads for expression. It is interesting enough to find a way into print, so that a wide circle of people may read it. A newspaper would have seized it eagerly. Such an item leaves the realm of the strictly personal, and becomes the property of the entire neighborhood. The true function of writing, the communication of ideas to a waiting audience, has been fulfilled. Without this underlying motive composition has no incentive or purpose, and lacks the spark of enthusiasm necessary to good craftsmanship.

The Reporter's Medium. — For the sake of an application let us suppose that Tom Simpson is a reporter on a school newspaper. He knows instinctively he has a good story (as it is known among reporters); he also realizes that personally he has little to do with it, that he has merely uncovered the facts. Accordingly, he avoids the use of "I" as he writes, and is guided by the sole desire to make the story clear, concise, and accurate. He has no commission to produce a soliloquy on heroism, but rather to chronicle an incident simply, honestly, and without comment, of course heeding the exactions of good English. Bookish style, however, becomes of secondary importance; the story is the thing. Therefore he assembles the facts in this fashion:

Frances B. Holbrook of Chicago, who is visiting Ethel Compton, 678 Ide Terrace, recently received the Carnegie medal for heroism and a $500 scholarship in the University of Illinois. The award came because she saved George H. Bascomb from death threatened by the bite of a rattlesnake.

Miss Holbrook was in a picnic party near Cocoanut Grove, Florida, in February, 1920. Mr. Bascomb, also a member of the party, got in the path of a rattler and before he could escape was bitten on the ankle. Knowing his great danger, Miss Holbrook, who has had training in nursing, applied a tourniquet fashioned from a piece of her petticoat, made an incision near the bite, and sucked out the poison. Mr. Bascomb recovered. Some time later she received the Carnegie medal and the scholarship. "There was nothing wonderful about my act," said Miss Holbrook yesterday.

Ingredients of News. — The item just read is a capital example of real news. It contains a combination of qualities: (1) it offers trustworthy information hitherto unpublished; (2) it presents an unusual and unexpected happening; (3) it is about a young lady already known to people in the community.

In addition to these ingredients the item is interesting to every man, woman, and child who appreciates what it means to be bitten by a rattlesnake. Its appeal, therefore, is more than a local one. The reader alternates between fear and horror, and is greatly relieved when he finds the man's life has been saved. Newspaper men call this power to stir emotions human-interest. It is this element that should put the item on the wire of a press association and carry it to distant towns and cities.

A Definition of News. — News, then, is anything that happens in which people are interested. The best news is that which carries the most interest, significance and importance for the greatest number.

The World We Live In. — People have always been interested in their own homes, in their town, and in their friends. When men were still savages, the tale of a hunter's experiences in the great woods held companions speechless with wonder. A posted placard in the marketplace announcing the victory of the Roman legions brought a crowd of excited citizens on tip-toe with curiosity. Letters from correspondents in distant countries thrilled those who stayed at home. And in the course of the years, as the railroad, the telegraph, and the telephone helped to conquer distance, the printed letter — the newspaper — came to carry the same message, and to tell the same kind of story that had won an audience in by-gone days.

We live in a concrete, moving, fascinating world, alive with people constantly in action. To the sum of our own experiences, we add those of our friends, so that the cycle of our days swings in an orbit of human relationships. We cannot escape them if we would. Eyes, ears, feet, hands, nose, and brain take note of every passing event; each adds to the treasure house of our knowledge. We grow in wisdom as we learn more about the world, its inhabitants, and its

activities. To the thinking, observing boy and girl, the world is a-glow with the romance of the real.

This everyday panorama of events, pictured in every newspaper we read, waits to be minted into words and sentences. The small, even trivial, happenings involving our friends, our parents, our school, our town become the stuff of our conversation and our letters; when they appear in print, they become news. And news is to be the stuff of our work in composition.

EXERCISES AND ASSIGNMENTS

1. Select from your own experience some incident which seems to you worth printing as a news item.

2. Analyze the news ingredients contained in five stories clipped from daily newspapers.

3. How do you distinguish news from gossip, the letter, conversation, rumor, the literary theme?

4. Look up the origin of the word *news*. Where was it used for the first time?

5. Read the discussion of news in any one of the following text-books on journalism: *Newspaper Writing and Editing*, W. G. Bleyer (Houghton Mifflin Co.); *Essentials in Journalism*, Harrington and Frankenberg (Ginn & Co.); *News Writing*, M. L. Spencer (D. C. Heath & Co.).

6. Write a definition of news, including all you think necessary to secure completeness and clearness.

7. Find subjects for news stories at the railroad station, the grocery store, the waterworks plant, the public library, the laundry, the postoffice, the park. Make clear why you think your information constitutes news.

CHAPTER II

SIMPLE NEWS ITEMS

Putting Curiosity to Work. — If Tom Simpson had been wrapped up in himself and his own concerns he could never have written that story about Frances Holbrook and her Carnegie medal. Examine his attitude for a moment. First he was interested in knowing her name and home town (since she happened to be a holiday visitor); then came the "tip" that she had received an award. His curiosity, for a time somewhat latent, was now fully aroused; he determined to unearth all the particulars. So he immediately sought out the girl herself, adroitly put his questions, and succeeded in gathering the information needed for a well-rounded news story. In this he showed that he belonged to the guild of skilled reporters, for scattered bits of fact must be pieced together by just such methods.

Back of every nicely finished item is the reporter's curiosity. He must face every event in life with a question. He must be a searcher, a knocker at many doors, for unless he knows intimately he cannot write intelligently.

Rudyard Kipling, a masterful reporter and storyteller, sums up in a verse the whole art of newsgathering, a verse so pertinent that it should become the constant guide of every boy and girl eager to write for print. It runs:

I keep six honest serving-men;
They taught me all I knew;
Their names are *What?* and *Why?* and *When?*
And *How?* and *Where?* and *Who?*

An Experiment Close at Hand. — A young reporter need not go far afield to find material. Robinson Crusoe found footprints on a desert island. News thrives everywhere, if the reporter will but look for it. He has only to put his native curiosity to work. The usual often takes us unawares and flaps its wings in our faces; even then some people never really *see* anything.

Suppose we test the matter in the class-room.

Why is the boy in the front seat wearing a bandage on his arm?
Who was the stranger in the domestic science kitchens this morning?
Who was the woman who visited the mathematics class yesterday?
Why is the janitor cleaning the gymnasium so carefully?
Why is that delivery truck standing at the school door?
Why does it take so long to be served at lunch?
Why is the water is the swimming pool so low, and changed but once a week?
When will the dramatic club give its play?
Where are the girls going on their hike?
Why are some of the boys wearing new sweaters?

Are any of these things interesting? Certainly! If they are interesting to one, they are likely to interest a group quite as much.

Filling Out the Item. — Amazing neglect of live news is one of the besetting sins of the inexperienced reporter. Often he assumes off-hand that the reader knows all about the incident to be described, and omits necessary details; often he is too timid to ask questions, preferring to mask meager information in vague generalities; sometimes he is merely slipshod and indifferent. All of these shortcomings have their effect upon the item. It cannot rise higher than its source.

One has but to examine a number of high school papers to find these faults in glaring array.

One item reads:

> Florence Ross is preparing to get married. Her new home is almost completed.

Besides crudity of expression this item has other deficiencies. What is Florence's class? What is her home address? Who is her fiancé? Where is her new home? What is the date of her wedding? If the writer was unable to get definite answers to these inquiries the item should not have been printed; it is based on neighborhood gossip, which, of course, has no rightful place in a newspaper. Every rumor should be verified before publication.

Another hazy item reads:

> Mr. Perry, our engineer, has returned from Cincinnati and hopes to resume his duties at an early date.

Who is Mr. Perry? What are his initials? Are you sure he does not spell his name P-a-r-r-y? What kind of engineer is he? Where does he work? Why did he go to Cincinnati? Whom did he visit there? The item says *hopes* to resume his duties at an early date. Why *hopes?* What has happened to him? What does he say about his visit, if visit it was?

A fusillade of such questions, fired by a news hunter, would have resulted in the following newsy paragraphs:

> **PERRY, FURNACE EXPERT, HAS CATARACT REMOVED**
>
> Alfred H. Perry, who feeds the furnaces at Murphysboro High School, returned Tuesday from Cincinnati, his former home. While there he underwent an operation for the removal of a cataract on his right eye, and was in St. Luke's hospital for two weeks.
>
> "I surely am glad to be back at school again and able to see you all so plainly," remarked Mr. Perry Wednesday. He hopes to take up his regular work Monday. During his absence the furnaces have been attended by his son, George B. Perry, a junior.

Is this not an improvement? Does it not attract more readers? Are there not two people involved in the complete story instead of one? Let the student apply the same tests to the hazy and ill-assorted news items scribbled in his note-book.

The Virtue of Omission. — The art of knowing what to leave out is as important as knowing what to include. Many news items miss fire not because they lack complete information, but rather because they are too closely packed with details. The reporter, burdened with sheaves of facts, has not been able to separate the wheat from the chaff. As a result the item becomes incoherent; the main thought has been lost in a jumble of explanations. It sacrifices movement and directness for wordiness.

For example, read this badly-organized paragraph:

> Bernice Boyd, a former West High student, who made a beautiful queen of the May in the Spring Frolic of last year, and who was society editor of the Blue and Gold, was a visitor at school yesterday in company with her mother, Mrs. Ernest Boyd of Springfield, where they now live. Bernice is to be married to John F. Locke, a prominent and industrious young lawyer of Springfield, on June 15.

Terseness, indeed, should always be cultivated. Listen to the rhymster:

> Have you had a thought that's happy?
> Boil it down.
> Make it short and crisp and snappy,
> Boil it down.
> When your mind its gold has minted,
> Down the page your pen has sprinted,
> If you want your effort printed,
> Boil it down.

Organizing the Facts. — Since most personal items are interesting because of the people in them, names may be regarded as of primary importance. The name of the "hero" is therefore generally used as the subject of the opening sentence, unless some unique feature of the incident seems more deserving of first place. This is giving emphasis to the *Who?* mentioned by Mr. Kipling. The rest of the story supplies answers to the other *W*'s as the narrative progresses. A personal item, though limited in its scope, is really a newspaper lead, or summarizing sentence, a device to be discussed more fully in the next chapter.

The well-organized personal item also illustrates the rhetorical law of unity, in that the reporter tells *one* thing about *one* person. In fact it is a striking exhibit of the union of three rhetorical principles, *coherence*, *emphasis*, and *unity*.

Accuracy First. — Accuracy is the first commandment in the news writer's decalogue. He may have speed, he may be as interesting as a novelist; but if his reports are not reliable, his services are without value. One's first duty as a reporter is to get names, addresses, facts absolutely accurate.

A man's name is his most prized possession. He has cause to be indignant when he is dubbed *Postum* when he should be greeted *Poston*. The misspelling of a name by a careless reporter is almost a personal affront. One wants all the news about himself and his family to be exact and accurate. The reporter should keep the golden rule of journalism in mind when he writes of friends and acquaintances. The printed name is a boomerang; if it is accurate, it hits the mark, the story has a wider appeal, and the readers are pleased. If it is not accurate it goes wide of the mark, the story is discounted, the person named suffers, and the error is sure to return and injure the newspaper.

The reporter should never assume that he knows even the spelling of his neighbor's name, or his initials. Let him be

absolutely certain. Let him write down the name as it is spelled to him by his informant. Your *S–m–i–t–h* may be spelled *S–m–y–t–h–e.* Do not guess at anything. After a classmate's name, give his class, his exact street number, and all the facts necessary to identify him. Whenever possible consult the person most intimately connected with the story; second-hand reports are always unsatisfactory.

To repeat: write news *simply, concisely, clearly,* without the use of "I" or "we." The reader does not care what the writer thinks; he is interested in what he has to tell. Avoid expressing approval or disapproval by the use of such adjectives as "interesting," "beautiful," "ugly."

Sometimes the item may be concerned with a topic somewhat trivial. Read this sprightly "personal":

> Floyd and Lloyd, twin-brother fraternity brothers at the Delta Sigma Phi house, are disposed to be brotherly brothers.
>
> Brother Lloyd, whose surname is Keepers, is a member of '20 and is registered in the College of Agriculture.
>
> Brother Floyd, whose surname is Keepers, is a member of '20 and is registered in the College of Agriculture.
>
> Floyd, or maybe it was Lloyd, made a date — a date with a girl — a date with a co-ed.
>
> Floyd, or may be it was Lloyd, Keepers was unable to keep his date. Lloyd, or maybe it was Floyd, Keepers kept the date for him.
>
> The girl — the date — doesn't know whether it was Lloyd or Floyd. Don't tell her.
>
> — *The Daily Illini.*

Writing the Incident. — To set down the news that Superintendent Brown has bought a new Overland car is an easy task; but to record the facts of an incident in which the same car collides with a grocery wagon, causing severe injuries to the boy driver, is not quite so simple. In the

second instance the reporter, obviously not a witness to the accident, must accept a second person's testimony. Probably Mr. Brown is so excited that he cannot be sure of the cause of the collision, while the boy who drove the grocery wagon is in no condition to be interviewed. Spectators are apt to tell conflicting stories because of poor observation, prejudice, overwrought nerves, and befogged memory. So the reporter must find daylight in the gloom of guesses and rumors, arriving at the facts largely through his own efforts. It is not his business to take sides, much less to write words of censure, but rather to present a truthful version of the accident. He emphasizes the consequences first, then proceeds to present such details as he has been able to check as true. This is his story:

ROY N. FUNK INJURED IN AUTOMOBILE ACCIDENT

Roy N. Funk, driver for the W. T. Hornaday grocery wagon, received a broken right arm Wednesday afternoon as the result of a collision with an automobile driven by Clarence Brown, superintendent of the Centralia schools. The accident happened at Main and Springfield streets. Mr. Brown was not injured. The side of the grocery wagon was smashed, and the automobile's fenders crumpled.

According to Ed. Herron, who lives nearby, Roy did not see the approaching car and attempted to turn the wagon around to go back to town. Mr. Brown was unable to check his car in time to avoid a smash-up. Roy was thrown out of the wagon. He was taken into the Herron home, 147 Market street, and Dr. H. R. Baker called. He found that Roy's right arm had been broken, and took him in his car to the home of his parents, Mr. and Mrs. Henry R. Funk, 218 Hunter street. Roy quit the Centralia High School last year.

Organizing a Red Cross Class. — Framing most of the items already discussed has not presented many difficulties. The facts are easily obtainable and wait the coming of any reporter who really sees and hears.

All news, however, is not of this attractive variety. Many items are made up of undramatic, abstract features that convey information acquired through investigation and reading. Changes in the curriculum, statistics on student attendance, adoption of rules and regulations, plans for a self-government association, minutes of a board meeting, while not so thrilling as the story of some contest, constitute important news and should not be carelessly handled. In fact another test of a good reporter is his willingness to dig into a dull subject and to compile the results accurately.

The accompanying account of the organization of a Red Cross class in the Manual Training School, Kansas City, Missouri, shows painstaking work. Note the emphatic statement at the beginning, the specific bits of information woven into the story, the use of Mrs. Barrett's name to give the report the weight of authority, and the lining-up of all the details embedded in the organization of the Red Cross class. The item:

> A Red Cross class, under the direction of Miss Electa Kindlesparger, a Red Cross nurse, is soon to be opened to all girls. The class will be held between 3 and 4 o'clock every Tuesday and Thursday afternoon, according to Mrs. Mary Barrett, secretary of the Red Cross Teaching Center.
>
> The course will be held for eight weeks, which will include fifteen lessons and one examination. To every girl who makes a final grade of 75 or more will be given a certificate, issued by the National Red Cross Headquarters at Washington.
>
> The course will consist of the following sub-

> jects: bedside care of the sick, recognition of symptoms, care of house, care of baby and elementary first aid. Twelve or thirteen lessons will be technical, while the remaining ones will be demonstrative lessons, given in the Red Cross workroom at the Y. W. C. A.
>
> — *The Manualite*

Doing the Small Task Well. — If the young reporter masters the fundamentals of news writing in recording simple news items, he will find the road made easier to the more complex types of stories. Let him remember that the short sentence and the short paragraph make for force and clarity, and that these short sentences will be doubly effective if they bristle with concrete, familiar words.

Preparation of Manuscript. — Whether the story be long or short, it is known as *copy*, a term for all manuscript intended for the printer.

Copy is produced in accordance with a manual of printed rules, called a Style Book, recognized in the newspaper office as the court of final appeal. Some of these rules are the result of personal aversions of the editor, but most of them are wise suggestions and promote uniformity. The young reporter will find in the Appendix a compilation of office usages, which will be useful as a guide in preparing copy for the school paper. Rulings on capitalization and punctuation should be consulted frequently, obeyed implicitly.

Paper best suited to newspaper use is unruled print stock, cut 6 x 9 or 8½ x 11 inches, and of sufficient firmness to take pen or pencil.

Rules for the preparation of copy for the printer may be conveniently summed up as follows:

1. Use a soft lead pencil in writing. Overscore the n̄ and underscore the u̲ with a rule in order to distinguish them.

2. Use a typewriter whenever possible. Double or triple space. Keep the keys clean.

3. Put your name on the upper left-hand corner of your copy. The copy-reader may want to ask you questions about the story. It also locates responsibility.

4. Indent one inch for a paragraph division. If paragraphs are to be made in the body of the copy use a ¶, or a right angle ⌊ which encloses the first word of the new paragraph.

5. Do not crowd the writing. Leave plenty of room at the top of the page for headlines. Allow wide margins.

6. Number each page, repeating the figure three times (2–2–2). Use a separate sheet for each story, and write on only one side of the paper. Do not fold or use pins.

7. Erasure of words and mistakes takes too long. Run a line through them with your pencil or xxxx them on your typewriter. If the copy is hopelessly muddled, use a clean sheet and rewrite it.

8. A circle drawn around an abbreviation instructs the compositor to spell out the word. The same sign around a word means to abbreviate it.

9. An oblique line (/) drawn from right to left through a capital letter indicates a small letter. Three lines (≡) under a small letter raise it to a capital.

10. Do not divide a word at the end of a page.

11. The Latin word *stet* written opposite canceled matter instructs the printer to restore it to its original form.

12. When words are intentionally misspelled, or when dialect is used, write on the margin, *Follow copy.*

13. Watch particularly names, street addresses, singulars and plurals, punctuation, and spelling. See that the sentence has a verb. Be careful in the matter of information taken over the telephone.

14. Read over everything you write before handing it in. Watch for the story when printed, and profit by corrections made.

15. Use an end-mark to show that your story is finished. A cross (×) will serve.

16. See that your copy is in on time.

Importance of Clean Copy. — The writer of news is expected to produce clean, readable copy. To repeat, he must write plainly, spell correctly, watch his grammar, and see that punctuation marks are accurately placed. Typesetters are paid by the hour. Corrections caused by bad copy, time wasted in interpreting wriggly handwriting, add greatly to the total cost of the paper. Do not assume that the typesetter knows what is meant. He is neither a mind reader nor a penmanship expert. Simplify his work by reading over the manuscript and by consulting the dictionary and directory. If mistakes get into the paper the reporter is generally to blame.

Finally, remember this apt injunction: *Clean Copy Cuts Cost.*

EXERCISES AND ASSIGNMENTS

I

The accompanying compilation of brevities, clipped from high school papers, illustrates many faults in news writing. Many of the "personals" are vaguely phrased, and need expansion; some are colored with the opinions of the writers; a few require the pruning-knife. Read them carefully, then rewrite them, making any changes you think necessary to bring the important fact into the opening words of the items.

1. Floyd Rankin of Sidney was here yesterday afternoon.

2. Margaret Bundy's nose is badly skinned as a result of the sophomore basketball game.

3. Kathryn Gronski was absent from school several days on account of blood poisoning.

4. Dick Rivers was host to a number of his friends at the Orpheum theater not long ago.

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Lane Technical School, Chicago

5. Work is progressing rapidly on the new paint shop and mechanical drawing building in the rear of the power house.

6. We regret very much that Miss Fowler, teacher in bookkeeping, was unable to return to school this year, but we welcome Mr. Bush in her place.

7. Dr. Zeliqzon gave an afternoon lecture to his history classes in the auditorium, Monday, Jan. 11, illustrating the development of domestic life during the Middle Ages.

8. The annual high school wienie roast will be held Friday night.

9. Rev. F. H. Lathrop moved his family to his new charge last Monday. The best wishes of the citizens of Athens go with him as he enters upon his new duties. He has spoken many times at the high school exercises.

10. Miss Margaret Winchester will sing at Trinity Episcopal church Sunday morning.

11. The seniors ordered their class rings and pins this week. The football team also ordered pins.

12. Rev. Carter, who hails from Rochester, Ill., will succeed Rev. E. F. Williams as pastor of the local M. E. church. Rev. Carter will preach here next Sunday, morning and evening.

13. Rev. H. T. Wilson, pastor of the M. E. church, officiated Wednesday at the wedding of Paul Rhodes and Miss Nina Thompson, former students of the high school.

14. The Alumni picnic was held last Sunday east of town at St. Isadore's church. The crowd was not as large as at other years on account of the rain.

15. William H. Chandler, janitor, has been absent from duty the past few days.

16. The Highland Library Association has purchased the old church building in Laurel avenue, and will fit up the building.

17. We had quite a variety of pictures on Wednesday morning, Feb. 23. The first reel traced the wool industry from the sheep to the finished clothing, the second and third reels being

pictures of the motor fan department of the Western Electric Company. The fourth reel was a series of pictures of typical men from all nations. All the pictures were very highly educational and also very enjoyable. Let us have more of them.

18. Elston Jenness, widely known among the student body, was severely injured by an automobile Tuesday evening, Oct. 12.

19. Every year it is customary to have a few contests among the different classes of Freshmen algebra. This contest will be held in a few weeks, so those who hope to win should get busy.

20. Miss Thelma Gilpin, '14, a teacher at Franklin School, sprained her ankle seriously. She may not be able to resume her work for some time. She has the deep sympathy of all the students.

21. Hobart Lamon is now a business man, and emphatically declares that it is the life for him. We are somewhat disappointed in thus seeing "Gabe's" former determination to become a clergyman come to naught.

22. On Tuesday, October 26, a delightful concert was given in Westport's auditorium under the direction of Mr. Rudolph King, pianist and teacher. An alumnus, Miss Ethelena Elliott, '15, and Miss Junita Collins, '18, at intervals, and accompanied by Mr. King at a second piano, played several beautiful and inspiring selections. Mr. Paul Lawless, tenor and vocal teacher, greatly pleased everybody by his lovely singing, as was shown by the many deafening encores.

23. By defeating room 18, in the final basketball game of the season, room 42 acquired the championship of the school. The following participated in the final game: Room 42: Zimmerman, Clark, Greenspun, Kochman and Toca. Room 18: Bloom, Spira, Handler, Satler and Howland. The score was 17–2.

24. October 13 the Beta Kappa and Gamma Tau literary societies enjoyed a debate on the subject, "Resolved that it is better to go away to college than to attend one near home." The Gamma Taus showed they were exceptional debaters in every way and received the unanimous decision of the three judges, who

could not do otherwise. At the next meeting some very interesting current events will be discussed.

25. We feel that the story contest which was held recently was a benefit both to the contestants and to the *Mirror*. About 25 stories were handed in. We think this is a good number, considering how busy everyone is. More stories were received from the Freshman Class than from any other one. The nineteeners can also be proud of the facts that the prize was won by one of their number, and that another Freshman received honorable mention. John Lynch, '19, won the prize. Those who merited honorable mention are Madge Binkley, '17, Carol Cheney, '17, and Dona Shappell, '19. If you were a contestant, but did not win a prize, do not be discouraged, but keep on handing material in for the *Mirror*. We are always glad to receive it.

26. The Seniors gave a very original "Mixer" near the first part of the school year, and it was a howling success. The new students seem more at home, and as for the Freshman — every one admits that they look less as though a bear were close behind them, and their hair is seeking repose on their "domes of knowledge," once more.

27. Have you observed the Japanese flower garden on the roof of the building next to our gymnasium? Its progress has been of great interest to one of our teachers who taught here during the summer. By the way, it can be seen very advantageously from room 10.

28. The physical geography class made a trip to the Weather Bureau one morning several weeks ago, and spent a very interesting and instructive hour there. The class was also permitted, through the kindness of Mr. Williamson, to look at Miss Luna with the aid of a telescope, which is owned by Mr. Williamson.

29. On Friday, March 19, a scene from "Ivanhoe" was presented in costume to the school at rhetoricals. The part of Captain of the Outlaws was played to the queen's taste by Alex Marcus, Earl Wark taking the part of Gurth and the outlaws being Elliot Burstein, Louis Lieberman and Everett Loeb, who certainly look the parts already.

30. Another very much appreciated gift to the High School is that of the Seniors of 1920. As is customary, they devoted the proceeds from their class play to buying a remembrance of the class for the school. The selecting of the gift was left to Miss Hull. Plaster casts in bas relief of the northern and eastern sections of the frieze in the Parthenon was selected, and we expect the pieces very soon. They will be placed in the Assembly.

31. At the Spanish Club meeting Monday, Dec. 13, which should have been better attended, the chief attraction was a Spanish dance given by Miss Bell, which showed to great advantage her ability in that line. A debate in Spanish on Woman Suffrage in the United States, was also on the program. The affirmative was upheld by Helen Thompson and Irene Seckinger, and the negative by Tom Mott and George Weston. The girls showed their superiority as usual and won 2 to 1.

32. The Faculty Autumn Picnic was held Friday, October 22, at Shiloh Hollow, one mile south of Swope Park. There was an attendance of about eighty. The following was the order of events: 4:00 P.M., mass meeting; 5:00 P.M., big basket dinner; 6:00 P.M.; the comical part of the program. The men teachers attempted to have a foot-ball game. Even for an imitation, it was a poor attempt. At 7 o'clock was the fire dance. The Theatrical Revue came last, and then all the weary teachers journeyed homeward.

33. On Friday, March 12th, Mr. P. P. Claxton, United States Commissioner of Schools, visited Scott High. He spent the morning with Dr. Guitteau and Mr. Demorest in looking about our beautiful building. He visited several class-rooms where recitations were going on and at noon looked into the refectory. The verdict of such a high official will be interesting to Toledo in general. Mr. Claxton said that this is undoubtedly the finest school building in America. And since America has no rivals in respect to her schools, this is the finest high school in the world.

34. On Saturday, Dec. 11, the girls of the gym went on a cross-country trailing tramp to Blue Ridge and the neighboring localities. Florence Randall, Meldon Everett, and Marie Ellis laid

an arduous and winding trail, making the indications for tracking with rocks and various tree signs. A hearty lunch was eaten in the open, and it was well appreciated how hungry you can get walking in such frosty weather. Except for a few complaints as to chapped hands by those who laid the trail, there is no further indication of sorrow as to the outcome. It has been generally conceded that hikes are great sport. These are open to every boy and girl in the school. Why not go on the next one?

35. Covered with grime and wielding shovels with undeniable facility the original horny-handed sons of toil were discovered and run to earth in the University foundry yesterday. Although this institution is purported to incorporate the ideals of learning and labor and we have long been cognizant of the fact that the learning was incorporated in all wise professors of varying physical proportions whose business it was to make a long-suffering student body absorb as much of that commodity as possible. The labor side of the proposition has remained a mystery till these sons of Vulcan were discovered in their lair.

It is stated on good authority that if these specimens are watched carefully they will be found to be self-respecting and not unsightly students. How such a transformation would be effected we are not prepared to state but it can be said without exaggeration that they are keeping up the labor side of the Illinois ideal.

II

"Make it plain" should be the first aim of the news writer. Clearness is often defeated by long, incoherent sentences, unnecessary words, lack of emphasis in the arrangement of words, and by carelessly ungrammatical diction. The accompanying faulty sentences have been taken from newspapers and students' copy. Criticize and reconstruct them.

36. Each student is asked to send his or her contribution to the Red Cross rooms, as the case may be.

37. Nobody should come to the meeting unless they are prepared to give.

38. It is clear that President Harding who everybody respects has given his approval to the measure above mentioned.

39. These sort of people make it indeed very difficult for the club government to do their full share.

40. The audience continued to vigorously applaud the speaker.

41. Rain fell throughout the whole of the country.

42. They both spoke after the banquet had been concluded.

43. The la grippe caused endless suffering.

44. The wedding ceremonies were solemnized at high noon.

45. The new recruits will assemble themselves at the Armory promptly at eight o'clock.

46. A record is kept of the towels brought in and it will be necessary to look each boy up before giving him his towel, if these other fellows don't come through.

47. "United We Stand — Divided We Fall." Special significance could have been attached to this phrase from the philosophy of the great emancipator, to whose memory was paid tribute at the 109th anniversary of his birth at the University auditorium on Tuesday afternoon, and when the maid of France, impersonated by Lois Marie Scott, marched up the aisle to the music of the stirring *Marseillaise* and into the arms of awaiting America, impersonated by Miss Mildred V. Strong, to there bestow the kiss of unity upon her fair lips.

48. Due to the coming of a rainstorm the roads were for hours blocked and made impassable.

49. The tendency in present-day teaching is to recognize the doctrine of interest and, while not forgetting that there is no royal road to learning, still endeavors to make it as pleasant as possible, is well illustrated by the department of classics.

50. None of the livestock thieves who chose to take a dozen fresh eggs and nine prize hens in preference to jewelry from one of the University farm buildings early Friday morning, have been apprehended as yet. The building being without the city limits, city police cannot be employed on the case, so the sheriff has taken charge, but so far without results.

51. He was arrested and taken to the police station.

52. The wedding took place at the home of the bride in Maysville, which has 60 miles of the finest paved streets in the county.

53. Miss Lulu Jones gave a small dinner party Thursday at Cedar Bluff where her parents have taken the Durflinger bungalow in honor of Miss Ethel Byers, who is her guest from West Jefferson.

54. Throughout the entire game to the delight of Pine Bluff rooters the bunting of the opposing team fluttered from the goal-posts, causing much favorable comment.

55. I saw a man talking with Rev. Dr. Jones who was so drunk he could hardly stand.

56. Using a revolver Auctioneer Bert Clark yesterday suicided.

57. John H. Higgins and wife drove to Rantoul in his Cadillac car to Sunday with relatives.

58. The company sustained a loss of $50 in the conflagration.

59. A man who was present testified he had seen Johnson strike Sampson heavily.

60. Senator Jones availed himself of the opportunity to address the large and enthusiastic gathering.

61. A certain party is known to the police and will be apprehended.

62. He blew out his brains after bidding his wife goodby with a gun.

63. After the collision with the fence, the car turned turtle and came to an abrupt stop, bottom side up.

64. There is at the present writing 28 prisoners in the county jail.

65. Superintendent of Public Schools Arthur H. Johnson died from typhoid fever, rather than from heart failure, as has been rumored.

66. A telephone message received late last night from the Associated Press in Chicago stated that a request had been sent by

wire from New York to someone at the University of Illinois requesting the immediate shipment by airplane of an anti-toxin to New York in an attempt to save the lives of two men, victims of poisoning from eating tainted olives, who were at the point of death in a hospital.

67. The evening's dance was over with all too soon. Each dancer was given a chance at a very handsome prize which will be awarded to the lucky person, who will be announced in the Monday issue of the *Tiger*.

68. Propaganda, if enough is started and secures a good foundation, will in time corrupt the entire nation.

69. The meeting was addressed by Senator Dunlap, he being one of the men most interested in the proposal for buying the electric light plant as soon as the franchise is null and void.

70. It sounded like the Yankees were attacking the Hun.

71. Meat, said the expert, should keep a year without touching it.

72. Higher educational advantages is one of the fundamental causes that brought so many students to high school this year, showing that the youth of the land are very much interested in preparing themselves for life, as had been prophesied.

Note. — For a complete discussion of good and bad diction, with illustrative exercises, the student is referred to Woolley's Handbook of Composition (*D. C. Heath & Co.*).

III

After you have studied the Style Book in the Appendix, read copy on the following sentences for typographical style.

73. A delightful country Dinner will be given on July second by the Y W. C. A association at their farm on Suns et Point Road. The crowd has been limitcd to 15 girls, and the price will be $.60. Those who desire to go should meet at Lafhrop hall on University Avenue.

74. Professors George N. Si grist and Emory Paine of the Mathematics department are camping on the Forks of the Muskingum River, but expect to return by the opening of school in Sept. Mrs Segrist is visiting in Molene, Ills.

75. The wedding of Grace Brown, class of '20, the daughter of Thomas Brown and wife of 546 Glen Echo drive to Mister Rudolph Strawn, Secretary of the Davis-Strawn Construction Company, will take place on Tuesday evening at the St. Paul's Church. Rev Morris will officiate at the ceremonies.

76. Everybody out for the all-high school Mixer which will be held on Friday night in the gymnasium at Lathrop hall at eight o'clock in the evening. Scherer's Orchestra will furnish excellent music and there will be some special stunts under the capable supervision of Prof. Gordon.

77. The Faculty have adopted a rule that students who are to participate in the Minstrels must be up in their class work, as too much time spent on Dramatics detracts from the good quality of the work which is being done.

78. Slim Brown, President of the Sneior Class, and Fatty Jordan, Sergeant at Arm of the Junior class, were in Chicago last TUEsday making arrangements for the manufacturing of the class pins. The pins will be made by The Crosby Jewelry Corporation, and will cost $1:80, when completed, a pretty heavy sum.

79. The campus walk will be 80 feet long by eight feet wide and will cost $3000,00. Thetimber for it will come from the Maple Grove Forest. Superintendent of Public Schools Johnson is uperintending the work.

80. National Egotism and National Hope! will be the interesting subject of Reverend N N Lumpkin's sermon at the fourth of July Vespers to be held in the Open air Theater at 7 p m tomorrow evening. In case of rain the Services will be held in Bascom Hall, room 112. It is hoped that as many Professors and students as can conveniently do so will arrange to be present at this Vesper Service.

CHAPTER III

BUILDING THE NEWS STORY

The Story of a Hunt. — Two men in hunters' togs clambered out of a dust-covered automobile one day and hurried into a restaurant. They had been gone but a moment when a curious passerby discovered a pair of antlers fastened to the automobile's hood; further investigation revealed a bundled deer hide roped to the running board. Presently the villager was joined by other curious folk, so that when the two men returned they found their car surrounded. In response to numerous questions one of the hunters unreeled the story of their excursion. He traced their journey from town to town. He supplied information on camp equipment, pictured the lonely shack in the Canadian woods, then, finally, at the end of fifteen minutes' minute description, explained how the buck had been slain.

The usual way to tell a story is to start at the very beginning, just as the hunter did. Interest grows as the narrative mounts to the climax, since the charm of the tale to the listener is wondering "how it is going to turn out." Many short stories in the magazines are built on this plan.

If a reporter had been in that crowd, however, and had been told to write the hunter's story for his paper, he would probably have adopted a wholly different method. He would have realized that what the hurried newspaper reader wants is not suspense and mystery, but quick revelation of facts.

The function of the short-story is primarily to thrill and

entertain; the function of the news story is primarily to inform. The first adopts a leisurely gait; the second drives a path straight to the reader's understanding. It tells him the news. The reporter, therefore, would have secured the hunters' names, and selected certain noteworthy incidents of the trip. He would have begun his story with the killing of the buck, a feature that grips the reader's attention and warms his interest. Furthermore, the reporter's version, studded with specific facts, would have been much shorter than the hunter's rambling recital. Every inch of space in a newspaper must be conserved. Tedious stories not only tire the reader, but crowd out important news.

After all, is not the reporter's method the most natural way to satisfy curiosity? Do we not want to know the important thing first, whether it be the killing of a buck, the death-toll of a fire, the cause of an accident, or the outcome of a world's series ball game?

Analyzing the Structure. — Possibly the quickest way to test the scaffolding supporting every carefully built newspaper narrative, long or short, is to study some metropolitan newspaper.

Here is the Chicago *Evening Post's* account of a fire which broke out in a fraternity house. It does not start with the wild clanging of bells, nor with the arrival of the engine; but rushes straightway to the heart of the incident: that more than a score of students escaped death by leaping from the upper windows. It answers instantly the unspoken question, "Was anybody hurt?" The sentences which follow add more of the effects of the fire, presently indicate the cause, add some of the incidental circumstances, and finally wind up the incident with the names of the fraternity men, and the fact that other buildings were threatened. The story becomes less interesting as it proceeds.

But examine the structure for yourself:

1. Summarizing sentence. The news in a nutshell.

Twenty-five young men of the Sigma Alpha Epsilon fraternity at Northwestern University, routed from bed early to-day by fire which made a furnace of the first floor, rushed pajama-clad through the flames or leaped from upper story windows to safety. But one was injured. John Murray, fleeing through the flames in his night clothes, tripped and fell, and was badly burned about the hands and arms before he could regain his feet.

2. Results of the fire, with statement of loss.

The students who leaped to escape the flames first threw mattresses from the windows to break their fall, and consequently none was hurt. The blaze threatened to destroy a number of other fraternity houses near the "S. A. E." The damage was estimated at $5,000.

3. Cause of the fire, with description of its progress.

The fire is believed to have been started by a spark falling from an open grate onto a rug in the living-room. The fire was confined to the first floor of the four-story stone building, but much costly furniture and furnishings were destroyed by the flames. The first floor was used as a library. The sleeping quarters are on the upper floors.

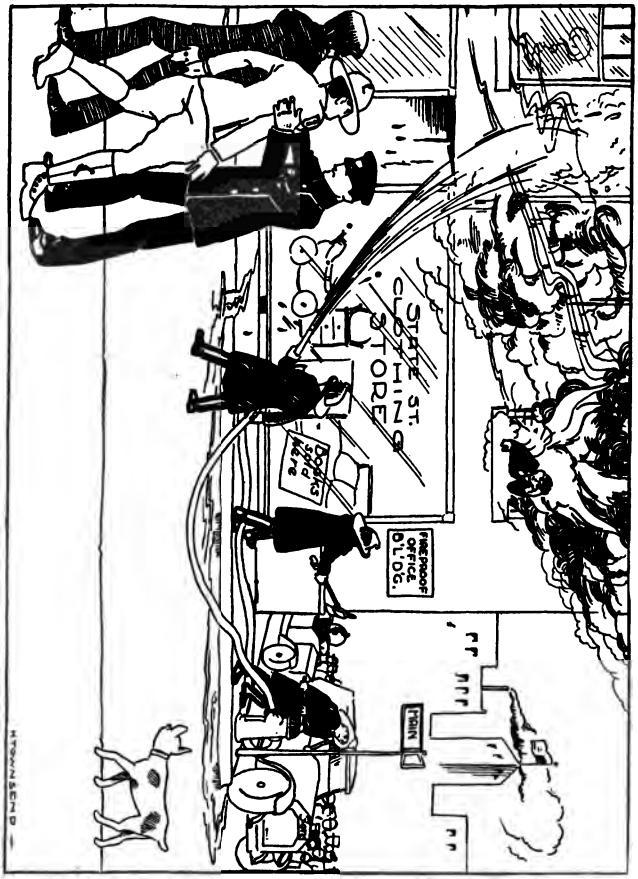
4. Discovery of the fire, and attendant excitement.

The fire was discovered by Harry Breitmier, who was aroused by the crackling of the flames. He called the other students occupying the rooms in the building, and some of those who did not wait to don their street clothing managed to reach the street by way of the front door.

5. Other attendant circumstances.

Others, who did not realize their danger and took time to dress, jumped from the second-story windows when they discovered the extent of the flames. They first threw mattresses and bedding to the ground and then jumped. The students were given shelter in other dormitories in the vicinity and are eating their meals in a restaurant nearby.

A Test in Accuracy of Observation[1]



[1] More than a score of things are wrong in this picture. What are they? After your investigations, write a brief story of a fire, including some of the facts developed by the picture.

6. Names of members of the fraternity.	The members of the fraternity are: Dale Maher, Walter Olins, George Heaton, Howard Hartman, Allen Marquard, Lloyd Ellingwood, R. Leo Schwartz, King Coleman, Benjamin Jefferson, Harry Grove, William Johnson, Cyrus Williams, John Hutch, John Murray, Clifton Merry, Harry Breitmier, Gordon Brodt, Frank Phelps, and Martin Lynch.
7. Conclusion. Other houses threatened.	Among the other fraternity buildings threatened by the fire were the Delta Tau Delta, Sigma Chi, Phi Delta Theta, Phi Kappa Psi, and Delta Upsilon.

Steering the Opening Sentence. — A reader is won or lost by the opening sentence, termed by newspaper men the *lead* (pronounced to rhyme with *reed*).[1] It steers the rest of the narrative. A beginning may be so trite that one avoids it, or it may become so involved that reading becomes tiresome. A good lead should possess two distinctive qualities: (1) it must tell the news accurately and clearly; (2) it must arouse attention and sustain interest by an attractive summing up of "high-lights" in the news.

Emphasizing the Feature. — A typical lead-paragraph answers five important questions:

When these star-points are covered we have a sketch that traces the entire story. The degree of emphasis given any one query depends upon the relative importance of the facts to be recorded. Sometimes the reporter stresses *Who*, and begins with the name; at other times he gives place

[1] The lead is essentially the same thing as the topic sentence, although the analogy is perhaps closer if the word *feature* is substituted for *topic*.

of honor to *What* and builds his entire story on the event itself; occasionally he selects *When* and *Where* as outstanding news features. Once a month, perhaps, *How* may be so interesting that it serves. In every instance the reporter must show judgment and originality. Every fact must be studied in its relationship to other facts. No two stories were ever alike, except to a stupid observer.

The five *W*'s receive a satisfactory answer — if the lead is well constructed — before the introductory sentences are completed. Notice the following:

> On a snow-swept field Clinton (*Who*) galloped to victory (*What*) over Newark High on the latter's own grounds (*Where*) Friday, November 19. (*When*) The final score of 14 to 3 represents the real difference between the two elevens, for Clinton not only put up a better (*Why*) game, but displayed more knowledge of football than its opponents.

Suiting the Lead to the Story. — The cast of the lead is determined in each case by the news. A single significant fact is most naturally rammed into a short, quick-moving sentence that grips and holds. The simple sentence, presenting one idea is recommended to young writers as the most satisfactory of news mediums. The best type of lead is one which starts with the subject of the main verb. Examine the following specimens:

> Urbana High School won the football championship of southern Illinois yesterday.

> A prize of $25 is offered for the best poster on the conservation of food.

> Margaret Johnson '23 has been awarded a gold medal by the Remington Typewriter Company. In a contest for speed she typed 55 words per minute.

When an unique side-light flashes into prominence, the participial construction is frequently effective. When well done this type of opening brings the action into the first word, and is well suited to many stories. The following is a good example of the use of the participial clause:

> Displaying their usual accuracy in shooting baskets and defensive work, the Springfield High School basketball team defeated the Bloomington High School five last evening on the new gymnasium floor of the local school by the score of 26 to 17. The game was hotly contested from start to finish, with both teams guarding each other closely.

On the other hand, a piece of news may be made up of closely woven facts, all important. The most effective carrier is then a long complex sentence which suspends the meaning until the end. The following story on the loss of the *Titanic*, printed in the New York *Sun*, is an excellent example of the compelling grasp of this kind of lead:

> The greatest marine disaster in the history of ocean traffic occurred last Sunday night, when the *Titanic* of the White Star Line, the greatest steamship that ever sailed the sea, shattered herself against an iceberg and sank with, it is feared, fifteen hundred of her passengers and crew in less than four hours. The monstrous modern ships may defy wind and weather, but ice and fog remain unconquered.
>
> Out of nearly twenty-four hundred people that the *Titanic* carried, only eight hundred and sixty-six are known to have been saved and most of these were women and children.

Other types of leads most frequently employed are:

1. *The question:*

> Will Champaign High School have a memorial for its World War veterans?

2. *A period or rule box for summarizing purposes:*

1. Are you going to college?
2. Do you work after school?
3. Where?
4. What is your ambition for your life work?
5. Do you live in the country?
6. Do you take part in athletics?
7. Which?
8. Have you enough interest to play on any team?
9. Which?
10. What do you do for amusement?

Sixty-one Hamilton High School boys find their amusement in athletics, 55 spend their recreation hours at the Y. M. C. A., 34 go to parties and dances, 28 read, 20 attend shows and 11 hike. Three drive autos, five experiment with wireless, four study music, three amuse themselves with work, two with their membership in the Epworth League, one with study, and one in pool rooms. The amusement of 55 is unknown.

3. *Playing up the text or the key-note:*

> $10,000 REWARD for the arrest and conviction of person or persons who stole Tittle Tom Lum, a Pekingese Spaniel, from the K. C. Bird Store on October 11, 1919. Inquire Tracing Department, K. C. Bird Store, 1421 Main St.

Preposterous! Of course. But Ralph Harding of the Kansas City Bird Store has the temerity to hold up his right hand and tell the story as he says he knows it. And if you are that credulous perhaps you will be interested in Mr. Harding's tale.

4. *Verse:*

> One flew east, and one flew west,
> And one to the maid he loved the best;
> One strayed far, and one stayed near,
> But, they'll all come back in another year.
>
> Throwing aside papers and cares, glasses and blue pencils, our worthy faculty leaves to-day, even as you and I. From coast to coast and gulf to lakes, those weary pedagogues will scatter for a much needed rest, for new energy, new thoughts, and new honors.

5. *Informal tone:*

> The circus is coming, when Grandpa will polish up his annual excuse and take the youngsters to see the menagerie. He will rub up his spectacles and wish he had a hundred eyes when the wonders of John Robinson's circus go into action under the big white top with its four rings and half a dozen stages filled with acts. The big show is advertised to exhibit on Monday, July 12.

Weak Beginnings. — Many young reporters, impelled to pack all they know into one ponderous sentence and one omnibus paragraph, speedily find themselves in a maze that completely obscures their message. Piling cumbersome clauses around the main thought brings confusion and ambiguity, just as overloading a Christmas tree with gaudy ornaments hides rugged beauty.

Notice how this breathless lead requires a second, perhaps a third reading before the meaning is grasped:

> While Directors St. John and Wilce and Captain Boughton were observing Indiana as they were being held to a 7–7 tie by Washington and Lee Saturday, the dope bucket, which had just fairly righted itself after the previous Saturday's results, lurched, hesitated for a half, and then

> three-quarters, and finally upset all over the championship aspirations of the Badgers, sent the Maroon followers into frenzies of joy and delight, and gave the crippled Minnesota and Illinois teams another week's respite in the scramble for premier honors.

Explanatory clauses should generally be massed in the background, so that the news, like rich cream, rises to the top and is speedily skimmed. Stressing the time element or the setting — incidentals generally — is likely to blur the real issue of the story. The writer begins with:

> At the meeting of the junior class Wednesday evening at 7 o'clock, John W. Blackmore was elected president of the class for the year.

A moment's thought would show him that his schoolmates are more interested in John Blackmore's election than in the time or place of the meeting. These facts may be indicated at the close of the sentence.

The habit of beating out news in a succession of staccato sentences, a style favored by sensational papers, is equally objectionable. Such "see the cat on the rug" methods smack of the kindergarten. Save the short sentence for important news developments.

Narrative Leads. — It is foolish to insist that a routine method of telling the news be rigidly followed. All news events do not bend to the accepted rule, nor will reporters agree on one inevitable beginning. At this juncture literary art comes into play. Every reporter should accept every chance to vary monotony and to enliven his style. If he can weave humor and fancy into the drab fabric of information he has helped to brighten his paper immeasurably.

In the accompanying account of a fire in a toy factory, — a story which received a $25 prize offered by the New York

Evening Mail to its staff members for the best written yarn of the month, — notice how the story teller's art and imagination have given the facts a new, refreshing treatment. This type of writing is not, however, suitable for more serious themes which involve greater damage or loss of life. Contrast this with the story of the fire in the fraternity house. The method is well adapted to the subject, and the story both informing and readable.

> A little baby Teddy Bear smelled it first. He said something in a high, squeaky voice and then the other little bears and the medium-sized mama bears, and the large-size papa bears all began to sniff. Fifteen hundred there were of them in the shipping room on the second floor of the French Novelty Company, a toy manufactory at 256 Hinsdale street, Brooklyn, awaiting shipment this morning to the Christmas trade.
>
> "Sniff, Sniff," sniffed the little bears. "What is it?"
>
> "*Sniff, Sniff,*" sniffed the mama bears. "*We can't tell you.*"
>
> "*Sniff, Sniff,*" sniffed the papa bears. "*It smells like smoke.*"
>
> And then the little bears began to wail and the mama bears to sob, and the papa bears to roar.
>
> "We'll all be burned up," they cried in chorus, "and what will fifteen hundred little children do without us on Christmas?"
>
> But nobody came. Except for them the shipping room was deserted. The flames crept on faster and faster from the dark little hole in the corner where they had appeared first. They seized hungrily upon the woolly bodies and the sawdust interiors of the Teddy Bears. Family after family went into the flames.
>
> Workmen in the toy shop came to the door and gazed in, then fled in fright. The fire wagons clanged up.

"Now we will be saved," said the group of baby bears farthest from the flames. "We will be sold cheaply at a fire sale and make poor children happy."

But the hungry fire crept on and gobbled them up, too. Of all the fifteen hundred, none was left. And some were heard to say, after the fire had been confined to the shipping room and put out at a loss of $3,000, that the water on the floor came from the fire hose nozzles. But the bears who had sorrowed ere demise that now they would not make children happy on Christmas, could have told a different story. It was tears.

Rewrite Stories. — Items clipped from other papers — notably "exchanges" — must be rewritten for the school weekly in order to play up features of particular concern to new readers. Printing an article from another publication without attaching at the end the name of the paper, called a credit line, is plain stealing. But some of the facts of a published news story may be so "local" in their appeal that they are worth recasting for the school paper. Effort should be made, however, to present fresh details and later information.

The following examples illustrate rewriting methods. The first story appeared in a city paper and related the marriage of a former teacher; the rewrite for the school weekly is built around the same facts, given special emphasis and treatment.

THE ORIGINAL

In the parlors of the First Con gregational church at noon yesterday, Miss Florence Long, daughter of Mr. and Mrs. B. F. Long, 1278 Fifth street, became the bride of Mr. Kenneth Cooper, a young at-

THE REWRITE

Miss Florence Long, for three years teacher in domestic science in the Clinton High School, was married last Wednesday noon to Mr. Kenneth Cooper, a Bellaire attorney. Rev. Dr. Charles M. Gladden

THE ORIGINAL

torney of Bellaire. Rev. Dr. Charles M. Gladden, the pastor, performed the ceremony. Miss Agnes Long, sister of the bride, was maid-of-honor, and Mr. Lawrence Yerges, of Columbus, a fraternity brother of the bridgeroom, was best man.

Before her marriage, Mrs. Cooper was a teacher in domestic science in the Clinton High School.

THE REWRITE

performed the ceremony at the First Congregational church. Both are graduates of Ohio State University, class of 1912.

Her sister, Miss Agnes Long, a senior in East High, was maid-of-honor.

High School papers, printed in other towns, which are received as "exchanges," offer abundant opportunity for rewriting in the form of brevities. These items, condensed and recast, may be assembled under attractive label headings, such as *What Other Schools Are Doing, Neighboring Schools.*

Reminders. — The average length of a newspaper paragraph is seven printed lines. Frequent paragraphs rest the eye and invite reading. Do not paragraph every sentence, however.

Set down the high-lights of your story in the order of their importance; then use the diagram as a guide in the actual writing.

Never be content to get a thing *almost right.* That means an inaccurate story. No trick of language can cover up ignorance.

Seek emphatic, forceful words to start the lead. "A" and "the" are generally weak in beginning a story. Numerals should never be used.

Do not be satisfied with just half a story. Try to get all the information necessary to make a better story.

Do not be satisfied with an awkward lead. Rewrite it until it fulfills requirements.

Get both sides. Be fair to every person mentioned.

Read at least one newspaper every day. Examine leads, words, and sentence length.

Do not manufacture dialogue for the sake of novelty. The story thus becomes fiction.

Do not exaggerate in order to make the story more interesting.

Be sure of the meaning of words. Never give the reader a chance to misinterpret the facts.

Watch long sentences. Would two shorter ones carry the meaning more easily?

Write the story while it is still news.

Try to see each story from a new angle.

Be brief, but don't omit essential facts.

Keep a note-book and pencil handy

Avoid choppy, disconnected sentences.

See what you look at.

Do not get into a rut.

Cultivate directness.

To write, read!

EXERCISES AND ASSIGNMENTS

I

Here are some details on the collapse of a row of bleachers at a football game. These facts are presented in pairs. Which of the two statements in each pair would be more important in your account of the accident? After you have checked the high-lights write a lead telling the story.

Recreation Field is located at the foot of West King avenue.
The bleachers were filled with 800 spectators.

The bleachers were built in 1909.
One section collapsed last season at the Lancaster-Carbondale game, but had been repaired and was considered safe.

The bleachers were built of rough pine by the Lamneck Manufacturing Company, 234 North Fourth street, Columbus, Ohio.

Thirteen students of Lancaster High School, seated in the center tier, were badly bruised and shaken up.

The bleachers collapsed just after the first quarter.

John Welsh, a junior, living at 654 State street, received a broken left leg, and was taken to Mercy hospital in the city ambulance.

Henry R. Raymond, principal of the Lancaster High School, was cut about the forehead by the shattering of his glasses, and received a nervous shock.

This was the opening game of the football season.

The elevens represented the Lancaster and Logan High Schools.

Panic was narrowly averted by the coolness of Bud Harper, caretaker at the Gymnasium, who told the spectators in the side bleachers to leave their seats quietly.

The loss will reach $1500, with no insurance.

The bleachers will be rebuilt immediately.

The center bleachers sank slowly, without violent ripping or wrenching of timbers.

The bleachers were 80 feet long, and 30 feet high in the rear; the center strip 20 feet wide.

Distracted parents hurried to the scene, following the first news of the accident.

The moving-picture operator was taking a reel of the spectators at the time and secured a good film of the bleachers at the moment of collapse.

II

1. Analyze the thought divisions in two stories clipped from city newspapers. Show how each paragraph develops a definite phase of the story.

2. Select five short-sentence leads from newspapers. Tell why they are used in particular stories. Recast them so as to increase their effectiveness.

3. Select five long summary-sentence leads from city newspapers. Is their structure too involved? Why is each used in the story cited?

4. Find examples of leads beginning with a participial clause and account for the structure.

5. Find three newspaper leads in which the *who* element is emphasized.

6. Find three newspaper leads in which the *what* element is emphasized.

7. Find three newspaper leads in which the *where* element is emphasized.

8. Find three newspaper leads in which the *why* element is emphasized.

9. Find three newspaper leads in which the *how* element is emphasized.

10. Find a story starting with a narrative lead. Tell why the story is not begun with the conventional summarizing lead.

11. Attempt to rewrite a dull lead clipped from a high school "exchange," so as to give fresh treatment to hidden facts.

12. Make a compilation of 25 leads, indicating how many start with the subject of the main verb, how many with a clause, how many with a question, how many with a boxed summary.

III

Badly Organized Leads

The following leads are faulty. Point out the defects in each. Simplify the structure, and reconstruct so that the striking feature is lifted into place. Do not sacrifice accuracy for liveliness, nor include details supplied by the imagination.

13. Mrs. H. B. Shultz, of 2431 West Green Street, wife of Superintendent Shultz of the high school, about 6:30 o'clock Satur-

day evening, at the Hunter Street crossing of the Big Four railroad in Belleville, figured in one of the most spectacular automobile and train accidents in months, and escaped injury. The machine she drove was demolished beyond recognition, after being dragged under a box car for approximately 100 yards.

14. Starting a new custom in Ohio Wesleyan athletic circles, it was voted at a meeting of the Athletic Association Committee to award gold footballs to all men who have won a football letter for three years. Six men will receive them this year. They are: Captain Colton, Stager, Parker, Brubaker, Havighurst, and Mahon.

15. With the International Stock Show, November 28 to December 5, at Chicago, called off because of the epidemic of hoof and mouth disease, which has spread over 13 states of Central and Eastern United States, the annual trip of the stock judging team of Ohio State University has been canceled and three carloads of fancy stock which were to have been exhibited by the department of animal husbandry will not be sent to Chicago, according to Prof. C. S. Plumb, head of the department.

16. In the main library on the second floor are many French and American official photographs of the late war. Some of the photographs show the American troops arriving in France, their camps, their instruction by French officers, their occupation of little villages and their capture of German prisoners.

There are many photographs showing the field hospitals, dugout headquarters, signal corps stations and mess quarters.

Several photographs show the American troops marching down the Rue de Rivoli in Paris. The photographs are quite distinct and General Pershing is seen in many of them.

The photographs are always on display in the glass cases on the second floor of the Library building.

17. A few weeks ago Walter Cosley was injured in a railroad accident at Amboy and was placed in the hospital in that city. He did not progress very rapidly until the last few days, when it was thought he would be able to come to his home in this city. John Betebenner and Elias Longman went to Amboy on Tuesday,

intending to bring Walter to the home of his sister, Mrs. Mary Powell of this city. They found Walter in a much improved condition, placed him in an automobile and took him to the I. C. depot. He got out of the car and went into the depot, where he became sick. He was placed in a chair and a doctor was called, but when the doctor arrived Walter was dead.

18. Last Friday evening shortly before dusk Nellie Murphy and Doran Coffman started for the Murphy home and just after crossing the M. P. tracks, near the Long home, north of town, the horse they were driving started to run away. Being unable to check the horse's speed the girls jumped from the buggy and sustained severe injuries. Doran Coffman broke the wrist of her left arm and Nellie Murphy received a fracture of the skull, which rendered her unconscious and she is yet in a serious condition, although greatly improved at this writing.

19. Quite a sensation was created Tuesday when it was learned that chemical supplies valued at nearly $2000 had been stolen from the chemical laboratory in the main building. Suspicion pointed to H. E. Bright, who has been helping John Rudolph, the janitor.

An investigation revealed that Bright had left some boxes in his room at 214 Market Street. The boxes were found to contain some of the lost supplies and Sheriff Davis was notified. He went to Wilmette, where Bright lives, and brought him back Tuesday evening.

20. Professor Crump lectured on the "Moon" to his Astronomy classes in the chapel annex Friday afternoon, November 19. The lecture was accompanied by stereopticon views showing the crater development and the peculiarities of the surface of the moon. The views were secured from actual pictures taken from the moon through the 100-inch telescope at the Mt. Wilson Observatory, the largest telescope of its kind in the world.

21. "We had a wonderful time on our picnic," said Miss Sheffield, speaking of the affair at Neptune Beach on Saturday. "We went to some playgounds and tried all the forms of amusement they furnished, we played games on the sand. ate much food,

swam a lot — rode on the roller coaster and the merry-go-round, all in our bathing-suits — in fact we turned into kids again.

" Seventy-five girls went to the picnic, taking their own lunches, and had the time of their lives."

22. For the Summer Session the French students have moved from 313 N. Mills St. to 823 Irving Place. There are more than usual this year, some thirty-five, nineteen living at the Kappa Alpha Theta house, and sixteen living outside. However, they all board in the cozy Theta dining room. Miss Laura Johnson, Assistant to the French Professor of the University, is chaperoning the young ladies. There are six native French mademoiselles, Salvan, Helie, Dejean, Bourq, Longi and Peltet. If there are any other students wishing for good camaraderie, they may avail themselves of three places still open.

23. Leaving Delaware on Saturday night, the Ohio Wesleyan Glee Club will start on their week's trip through Ohio, Indiana, and Illinois. Chicago will be the headquarters for the men, as they have eight engagements in and around that city. Numerous other concerts will be given on this most extensive tour of the songsters.

The first appearance on the trip will be Sunday morning at the First Church of Evanston where Rev. Ernest F. Tittle, '06, is pastor. This church is attended by hundreds of the students of Northwestern University. In the evening the Glee Club will sing before the Epworth League of the same church, a league which is attended by over six hundred people.

24. Oh! Boy! Won't it be a grand and glorious evening, Saturday, Dec. 4? It will be the night of the Normal-Alumni basketball game, when we look over the crowd and see many former "N" men and the co-eds to "back 'em up."

Coach Bayh and the different committees, appointed to look after this big affair, are preparing to make it one of the greatest and grandest jubilees in the history of I. S. N.

25. The Junior Class held its first meeting Wednesday, October 6, and with a great show of enthusiasm and spirit elected its officers. The race for the presidency was a close one, the favor-

ites being Mario Fischer, Vernon Williams and Robert Ahern. Then Fischer and Williams tied 69 to 69. A third ballot was prepared and Fischer was chosen by 123 votes. With not even a preliminary speech the new president took the chair and the rest of the officers were elected.

Clara Cross was made vice-president with a large plurality and Edith Sondigard became secretary. Williams again ran for office and this time got it, beating Ahern for the treasurership.

26. On Friday afternoon, October 7, after the team had beaten Newton's eleven, Alumni Field was christened. Speeches were given by Mr. Garton, Mayor Hanna, Mr. McKinney and Fred Van Liew, after which we sang "America, the Beautiful." Irene Finn, in behalf of the school, gave a short speech of appreciation of the new field, and then she lighted the bonfire.

27. L. T. Moore, running short line car No. 101 going south on Third street, crashed into a freight train last night about 9:30. None were injured but the car was badly smashed.

The accident occurred on Third between Stoughton and White. The car was filled with passengers and when it hit the back end of an empty freight car going in the same direction the passengers were thrown out of their seats and the windows in the motorman's cab were badly shattered. Those in the car, mostly students, escaped serious injuries by a very narrow margin.

The accident was due in a large part it was stated to the motorman's being occupied in collecting fares.

28. Before a crowded chapel, Dean Thomas Arkle Clark addressed the weekly Sunday morning services at the University of Iowa on the "Underlying Principles of Successful Leadership."

Dean Clark took his text from the first chapter of Daniel and showed the relation of the early life of the Israelite king at the court of Nebuchadnezzar with the temptations that came to him in his intimate relation with the royal family and the temptations that the student faces when he leaves home to enter college. He emphasized the principles of honesty, abstinence from drinking, gambling, and loafing in connection with good leadership and

declared that men with these principles were too far in the minority at every university.

29. Perry Johnson, a student, lost $177 in cash, F. M. Henry, Centralia, chairman of the Brotherhood of Locomotive Firemen, at Centralia, lost his annual pass, R. W. Leonard, 515 East 53rd Street, Chicago, lost a suburban pass and $24. The losses occurred at the Twelfth street station, Chicago. A pickpocket went through the crowd returning from the football game, and the losses were reported when one of the special trains reached Champaign.

IV

Skeletons of News Stories

The following news skeletons contain badly assorted facts. In almost every instance the lead has been lost. Trace these tangled threads of information, pick out the scarlet thread for your lead, then write a brief story. Make every sentence complete, and avoid dangling clauses.

30. The Rockbridge and Spring Fork baseball teams are playing the final game in a championship series. Each nine had won a game. The victorious team is to receive a turkey dinner to be given at some hotel by the losers. It is the last of the ninth inning, with the score 7–7. Rockbridge comes to bat. Howard Wheeler, catcher, hits the ball into right field and gets two bases. Jack Powers, shortstop, strikes out. Fred Cornell knocks a pop-up fly, which is caught by the catcher. Two players out. Then Floyd Poston, the pitcher who generally strikes out, comes to the plate. He swings the bat, and to the amazement of everybody, knocks a two-bagger, scoring Wheeler. The Rockbridge crowd goes wild with delight. The hero-pitcher is carried around the field on the shoulders of his happy friends.

31. Rev. W. R. McCormick, of the Oakhurst Methodist Episcopal church, invited Eugene Packard to occupy his pulpit last night at the regular evening service. A large crowd of small boys was present. Mr. Packard told the boys that he was used to pitching out of a box, but not out of a pulpit. He is a well known baseball player, having pitched for the Columbus Senators,

the Cincinnati Reds, and the Kansas City Packers. He told the boys that baseball men did not smoke cigarettes or drink. His ambition as a boy was to be a great pitcher like Mordecai Brown. He said that if a boy wanted to pitch in the big league of baseball, or in the league of life, he must lead a clean, moral life. Mr. Packard was a trifle wild at first, but steadied down after he had spoken for a while.

32. Philadelphia has just employed twenty-three new policemen, all of them graduates of colleges and universities. It is believed their selection will raise not only the standard of the police department, but also open up a new vocation to trained men. Practically all of these men played football. Perhaps some of the citizens of the town are wondering whether the new "cops" will talk to them in Greek or Latin.

33. This morning the steamer *Nantucket*, a freight liner, with two passengers on board, struck the Old Dominion line's passenger steamer *Monroe* off Hogg Island, ripping up the side. The boat sank in ten minutes. The *Nantucket* was badly damaged also. It stood by, however, and lowered its life boats to pick up the survivors from the *Monroe*, who did not get into the boats and were swimming around in the deep water. There was a dense fog and the searchlight did little good. All could not be found. Out of 134 on the boat, 91 were saved, either in their own boats or in the *Nantucket's* boats. The Old Dominion steamer *Hamilton* arrived at the end, being summoned by the "S O S" wireless calls sent out by F. J. Kuehn, wireless operator on the *Monroe*. He did not survive, for after he gave his lifebelt to a young girl, he rushed back to his wireless and continued to send out "S O S" calls until the boat went down.

34. Circleville and Lancaster high schools are debating the question "Military Preparedness for War." Circleville is represented by Rollin Barnes, Hubert Lappan and Fred Rochester, while Lancaster has for its debaters George McManigal, Tom Sullivan and Henry Beardsley. The judges are A. E. Johnson, editor of the *Waverley News*, Mrs. H. R. Finefrock of Logan, and Professor E. L. Beck, of Ohio State University. The debate

is being held at the Lancaster opera house. Both sides do well. The judges retire to make their decisions. Songs and yells from crowds of enthusiastic supporters from each school. Finally the chairman, B. E. Shaw, a Lancaster lawyer, advances to the front of the stage and announces Circleville has won, 2 to 1. Wild cheers from the Circleville cohorts.

35. Harry Davis, who is paralyzed, wanted to see President Harding. His mother wrote to Mrs. Harding telling her about it. He is 12 years old, but he cannot walk. He had to be carried into the White House on a stretcher. He came from the hospital with attendants in the hospital motor. The President sat by his side in the Blue Room and chatted several minutes. When he left, Mr. Harding's eyes were filled with tears. The boy is sick and pale, but he smiled and beamed with joy. He was almost too happy to speak. After leaving, he was taken to the station and to Atlantic City. He is incurable.

36. Mrs. Margaret Murphy, a strange, lonely widow of Browning, Wyoming, has made quite a success raising chickens. She came there two years ago from Red Oak, Iowa, without any chickens and without money to buy them. After she had built herself a little cabin, she borrowed a setting of eggs from one of her neighbors. Another neighbor loaned her a hen to hatch the eggs. After the chicks were hatched, she kept the old hen until it laid enough eggs to pay the other woman back. Then she returned the hen. From this start, she has built up a big and profitable poultry business. Her neighbors have just discovered how she fooled them.

37. In the annual cane rush at Ohio State University yesterday, 800 freshmen and 200 sophomores took part. Earl Sparling, sophomore agricultural student from Andover, was captain of his side and Ernest Chambers, an engineer from Bowling Green, led the freshmen. The first year men smeared shoe polish on their faces. The teams lined up at each end of the athletic field, while 5000 spectators watched. When Dr. W. O. Thompson, president of the University, gave the signal, the sophomores rushed toward the other goal with the cane. The freshmen met them in the middle of the field. But the cane was not there. Karl McComb,

dressed as a janitor, walked down the side lines with a real janitor, and carried the cane in his trousers and under his blouse to the goal. He climbed up on the posts. The referee blew his whistle. The rush was awarded to the sophomores after four minutes. The rush lasts twenty minutes, unless the goal is crossed before that time.

38. Almost every night for a week the winter boxes outside kitchen windows have been pried open and all the provisions taken. Empty milk bottles have been found at the back doors of these houses, showing that the thief was very fond of milk. The neighbors decided to look out for the culprit. Last night all the lights were put out early and the man of each house was stationed in the kitchen. About 9:30 Henry M. Snodgrass, who lives at 175 Hunter Street, heard somebody tampering with the window-box. He got a shot-gun and stole out of the back door. He found a tramp drinking a bottle of milk left on the top of the box. Mr. Snodgrass captured him and called the neighbors. Finally the police came and took the man to the police station. He gave his name as Tom Gorey. He said he was a tramp and hungry.

39. A crowd of boys were coasting down the long hill on Mulberry street yesterday afternoon. It is a mile to the bottom and the bob-sleds gain great speed before they reach Market street. Warnings had been posted at the various intersecting streets, so that no accidents would occur. Yesterday a cab driven by George Ruble, a liveryman, was crossing Hunter street, which intersects Mulberry, and did not see the approaching bob-sled. The boys yelled, but too late. The sled struck the cab and sent the boys in all directions. John Bowen was picked up unconscious. He was taken to the Wellman house nearby, where it was found he had received a broken leg. The other boys are severely bruised. The cab was ruined.

40. Last night it was cold. A thinly dressed man applied at police headquarters for a place to sleep. He was told that the place was filled up. He warmed himself and went out. Half an hour later he came back, leading a drunken man. He told them

to put the man in a cell. He had arrested him. When this was done, he asked the police to put him in also. This was his method of getting a bed for the night. His name is Rudolf Rectenwald, home "anywhere he hangs his hat."

41. Robert L. Hawkins, postmaster of Bainridge, was driving in the country Sunday afternoon with his wife. They were on their way to Hayden's Falls to visit their son Will. Near Waterloo the horse became frightened at an automobile and ran away. Mr. and Mrs. Hawkins were thrown out of the buggy. Joseph Ringling, who lives on the Hordman farm nearby, came to their rescue. He found that they were badly bruised, but not seriously hurt. Dr. F. K. Smith was called from town. In the afternoon they were taken home. The horse was captured two miles down the road. The buggy needs repairs.

42. Thomas Carlin, a farmer, was on his way to town with his farm wagon loaded for market. Nero, his St. Bernard dog, was with him. Cries for help were heard. John Parks and Willie Lemuelson, on their way to school, had walked out on thin ice on the Canal near Old Town mill, and broken through. Nero began to bark. Mr. Carlin told him to go to the rescue, so he swam out and pulled young Lemuelson ashore. Then he grabbed Parks by the coat sleeve, and held him from going under the ice until Mr. Carlin and neighbors came to help. Nero is to wear a new collar with a medal on it.

43. Eddie Gottlieb's real name is Nathan Goldstein. His mother had not seen him for 23 years until last night. When he was two weeks old, he was put in an orphanage by his mother because she could not support him. When she returned a year later for him he was gone, and no word of him could be given her. Ever since, the mother has searched from New York to California for him. Finally the son, who had been adopted twice by different families, wanted traces of his parents. He wrote a letter to a Jewish newspaper in New York. This reached his mother in California. She wired him that she was coming. Last night she arrived in Kansas City. She is wealthy. Her son is married. He is a book binder.

44. One of the major weapons developed in the great war was the caterpillar tread applied to tractors. It was invented by Benjamin Holt, who died at a hospital at Stoughton, California, after a brief illness. He was born in Merrimac county, New Hampshire, in 1849. He is survived by four sons and a daughter.

45. Better English Week was celebrated in all the high schools of the city on November 16, at which time appeals were made to "cut out" slang and to improve the use of the mother tongue. At the Fifth Avenue School Richard K. Shaw, editor of the *Madison County Press*, spoke to the students on the need of better English. He said that a man was judged by his use of expressive words and phrases, and that many a position was lost because an applicant did not know how to write simple, forceful English. He suggested that every student start a "cannery" into which he might place, from week to week, certain wornout phrases. He mentioned a dozen of these.

V

Defective Stories

The following stories, gathered for the most part from school newspapers, contain many faults, among them: (1) wordiness; (2) lack of proper emphasis in the lead; (3) vagueness of phrasing; (4) editorial opinions which color the news; (5) overemphasis on the trivial.

Examine all of these specimens critically, then recast each as briefly as you can, using special care to make a satisfactory lead.

46. Last Friday morning, Samuel Tudor of LeRoy went to Bloomington, where he joined a friend, and together they drove to Pekin in the latter's Overland car. They went to see some parties about digging a drainage ditch this fall. They were on the return trip home and when west of Mackinaw, they were driving along at a pretty good rate of speed when they came upon a bridge very suddenly, which was in very poor condition.

The end of one board was elevated and loose, so the wheel in striking it, was turned completely under the car. The car was turned completely over twice and fell down an embankment at the side of the road. Sam was pinned under the car on its

first turn, and released on the second turn-over. However, the fall broke his left arm above the elbow, his collar bone and shoulder blade.

He was unconscious for several hours after he was picked up. The friend who was driving the car was unhurt except for a severe shaking and several bruises. Some passing tourists took the two men into Mackinaw, where their wounds were dressed, and Saturday night Sam was brought to his home in this city. He is now able to be around, but is still very sore. His arm and shoulder is in a plaster cast.

47. Ye Good Fellows Club held a meeting last Monday at the home of Felton Colwell.

The question of pins was discussed and it was decided to have a round pin with West at the top and Central at the bottom, the "W" and "C" and the "T" and "L" being connected by links, and between the words the initials "G. F. C."

Plans for taking part in the Central "Popery," an entertainment in which all Central clubs present a play to represent them, were discussed.

It was decided that any member absent from a meeting without a proper excuse would be put on probation and if absent a second time would be dropped from the club for, since the club is so small, no one is wanted who does not take a live interest.

Prospective members were discussed and the much better spirit between the schools at the West-Central game was noted.

It was announced that the next meeting will be held Monday, March 8, at the home of James Lombard, 2517 West 52d Street. It was also announced that pictures for both the *Hesperian* and the *Centralian* would be taken at Miller's Saturday.

48. On October 3, in the opening game of the season, the Omaha High team took the boys from across the river into camp.

Although Omaha was handicapped by having a practically new team, their determination, together with team work and grit, brought home a scalp.

In the first quarter it looked as though Omaha was up against a fairly stiff proposition when Council Bluffs pushed the ball to Omaha's seven-yard line, but an exceptionally good line held

the ball there and Omaha received it on downs. Fullaway then demonstrated his ability to punt, and the ball was out of the danger zone. Throughout the game Omaha was penalized repeatedly for being offside and several times for holding. Despite these penalties Omaha gradually worked down the field and by the execution of a forward pass, Weirich to Morearty, some fifty yards were gained. Two more good plays followed and Morearty was between the goal posts for a touchdown. Fullaway kicked goal and the score was 7 to 0. Later in the game Neville made an excellent run which netted Omaha forty yards. Then Weirich made a dash around right end for a touchdown. Fullaway again kicked goal and the score stood 14 to 0. There were few more gains on either side before the final whistle blew.

49. Monday the Story-Telling Club had a splendid get-together meeting in the housekeeping suite. Mrs. Berg and some of the girls told stories and everybody had an anecdote or two to narrate. Some of the latest Ford stories were told nor were fishing yarns barred. An intensely interesting rigamarole was unfolded by several members, each girl taking up the story at the point the last girl stopped at and manufacturing incidents to suit her own fancy.

Plans were laid for the coming year. The club is to meet every other Monday at 2:15 in the housekeeping suite. A few girls are appointed to tell stories at each meeting. The other members are free to contribute whenever they wish, for the meetings are conducted very informally. Refreshments, consisting of candy, stuffed dates, and like goodies, are passed and munched while the stories are being told. There are no dues except a fee of five cents each time to cover the cost of refreshments.

The teachers are to be invited to a meeting in December to see what the club is accomplishing. Everyone nowadays realizes the value of story-telling both as an aid to fluent speech and as an incentive to inventiveness. And so if you wish to make a hit with your English teacher, join the Story-Telling club.

50. Now that Freshman football is over Coach Van Alstyne has turned his entire attention to basketball. Some of the men have been out for several weeks, shooting baskets and getting

their wind, under the direction of Doug Torrance. It is as yet too early to say much concerning the personnel of the team. The first cut has been made in the squad, however, and 21 men still remain to fight for the places on the 'Varsity. Those still on the squad are: Augenstein, Bohyer, Bryan, Eldridge, Forsythe, Fulton, Harmount, Holmes, Hubbard, Kirk, Kohn, Loomis, McConnel, Mead, Miller, Otto, Reid, Sommers, Smith, Torrance, Young.

The schedule has also been made public and it contains 14 games. Eight of the games will be played at home and six abroad. The first game is a practice contest on December 11, then the 'Varsity goes down to meet State on December 15. The next game does not come until after the Christmas vacation, and is with Otterbein at home. From then on the team plays a game or two every week, and ends with Cincinnati at Delaware on March 10.

The schedule is as follows:

Dec. 11—Practice game.
Dec. 15—Ohio State at Columbus.
Jan. 8—Otterbein at Delaware.
Jan. 11—Announced later.
Jan. 22—Wittenberg at Delaware.
Jan. 29—U. of Cin. at Cincinnati.
Feb. 5—Denison at Delaware.
Feb. 11—Denison at Granville.
Feb. 18—Wittenberg at Springfield.
Feb. 22—Miami at Delaware.
Feb. 24—Kenyon at Delaware.
March 5—Heidelberg at Delaware.
March 10—Cincinnati at Delaware.

51. On Tuesday, November 16, after school about sixty-five members of the Junior class met in room 119 for the purpose of organizing the Class of 1922. Mr. Couper, president of the Senior class, very kindly helped them get started by acting as chairman until a class president was elected. In the capacity of chairman, he addressed the Juniors with a brief speech in which he told them about High School ideals, class pins and the like. The elec-

tion of officers then ensued. The first one nominated for president was Mr. Claude Thompson, a Senior, but the class, readily perceiving the inferiority of the Seniors, quickly raised a howl and the name was crossed off the list. Messrs. Preston, Ash, Patten and Davenport received nominations for the presidency. A vote, having been taken, but the highest number of votes not being a majority, a second ballot was resorted to. The result was that Mr. Lee Patten was chosen president. After a short, preliminary speech, in which he pledged his best to the class, he took charge of the meeting.

The usual form of electing class officers was carried out and in all but one case a second ballot was necessary. Doesn't this speak well of the popularity of the Juniors? "Well, I guess." Miss Elizabeth MacLean was elected vice-president; Mr. Percy Brooks, secretary; Miss Alma Haley, assistant secretary; Mr. Kenneth Preston, treasurer; Miss Amy Chubley, assistant treasurer; and Clyde Davenport was unanimously elected sergeant-at-arms. The president appointed a committee to draw up a constitution for the class, which will be presented at the next meeting. The Committee consisted of Messrs. Preston, Alden and Flumerfelt and Misses MacLean and Wooster. As there was yet no constitution under which the organization might act, all further business was postponed until the next meeting. Much interest was manifested among the members and under its able officers an active Junior class is expected this year. The number of registered Juniors exceeds by far those registered as Seniors.

52. There is to be a Commencement essay contest with $60 in prizes to be awarded to the writers of the three best essays, the subjects to be selected from a list chosen by the West High faculty.

The contest is open to all the pupils who were graduated in December, 1919, and to those who will be graduated in March, 1920, and June, 1920.

The prizes are offered by a resident of the West High district who is very much interested in the school and our welfare. The writer of the best essay will receive $25.00; the second prize is $20.00; the third, $15.00. The name of the donor has been withheld, but it will probably be announced later.

The essays must be entirely original, between one thousand and one thousand five hundred words. They are due Monday, April 5, 1920, and none will be considered if handed in after that date. They must be given in triplicate, with nom de plume and sealed envelope, the nom de plume on the envelope, and the real name of the contestant within the envelope. The subjects for the contest are:

1. Reading Our Newspapers Intelligently.
2. "'Twas a Ready People."
3. Seeing America Afterward.
4. The American Boy in Fiction.
5. Rest and Unrest.
6. "Next."
7. The Excitement of Having a Bank Account.
8. It Pays to Do What the Other Fellow Isn't Doing.
9. Looking Southward.
10. Highways or Byways.
11. The Newest Woman.

A committee selected by Mr. McWhorter will judge the essays on thought and composition, and the three best will be given an opportunity of appearing on the June Commencement program. There the final judgment, on delivery, will be made, and the prizes awarded.

53. The Hare and Hound chase held by the Girls' Walking Club took place last Wednesday with the greatest success. The hares were Dorothy Riebe, Genevieve Ward, Jessie Bunny, Gladys Van Fossen and Anna Walquist. The remainder of the hundred girls who went on the chase were hounds. The hounds started at 2:30, giving the hares 15 minutes start.

In the course of the chase the hares passed through a Jewish cemetery, leaving a trail of beans behind them, but when the hounds came up a few minutes later they were denied entrance by the gate tender and so were forced to circle around and take up the trail on the other side. Notwithstanding this loss of time the hounds won the chase by five minutes. The destination was Minnehaha creek, near Washburn Home. Here fires were built

and marshmallows toasted. Games were played by those not "all in" and then the members of the party started for home.

There is a well founded rumor afloat that a member of the club succeeded in capturing and putting an end to a snake. Marvelous as this may seem there are fully 50 who are willing to swear to its truth. No statement is made as to the size of the reptile, but judging from the tones of awe with which the incident is mentioned it was something over 10 feet.

54. The old piano factory on North Market street has finally changed hands after a great deal of speculation on the part of Champaign people as to who would become the owners and now it is the property of the Caldwell Electric Co. This concern has felt for a long time that it was handicapped for lack of space in which to turn out its various lines and negotiations were started a short time ago with the Continental Trust & Savings bank in Chicago with the result that the deal was closed to-day. The property includes the large building and seven acres of ground and the Caldwell people think they have a valuable property.

A *Gazette* reporter in talking to C. M. Caldwell, president of the company, was given the following information in answer to questions:

"Yes, it is true our company has purchased the piano factory site, but in taking possession of this 'land of promise' we will make no claims whatever. We expect to remodel the buildings and move our factory there sometime probably within the next two years, maybe within a year.

"How many men will we employ?"

"We will guarantee you not to employ a single one that we possibly can get along without and turn out the work we have and will increase the number just as fast as good business justifies."

"Will you have use for all the buildings?"

"Yes, and more too. It will probably be a surprise to most people to know that we won't have such a great amount of floor space there than we are now occupying, counting our warehouses, but this will enable us to get our stuff all together and as there are seven acres of ground it will enables us to build for future expansion."

"Will you increase your capital when you move?"

"Yes, we will increase our capital quite a little."

"Will any of this stock be for sale to outsiders?"

"Absolutely not. You have heard the expression that a firm is as good as the money behind it. This may be true, but our theory is that the money is no good without the brains behind it. We have always been able to get more money than we could get the brains to help work it."

55. One of the greatest fourth of July celebrations that New London has ever had was held in this city last Monday, July 5th. Through the hearty financial contributions of local business men, the co-operation of the Edison Athletic Association and many townspeople the program was made successful.

The parade which started at ten o'clock was one of the main features of the day. It was headed by New London's Co. "C" of the Wisconsin National Guard. Following the Guards was the city's newly organized band. The music that they rendered was excellent and showed marked improvement over their previous public appearance. Next in line were the many beautiful floats which gave evidence of their owner's thoughtful concentrated efforts. The comic band, the funny clowns and some of the imitations attracted everyone's attention and produced laugh after laugh. The parade wound up at the city park where the band gave a concert. The park was beautifully decorated and filled with booths erected by both local and outside people for the sale of edibles and knicknacks. Over two thousand people were in attendance at the many park activities throughout the day.

The wrestling matches created intense interest and both ended in a draw. The young men from the Appleton Y. M. C. A. gave an exceptionally fine exhibition of the holds and breaks that can be used in a fast clean match. Tony Kruschinski of Beaver Dam was unable to appear on account of illness so young Hiller an experienced local man was induced to substitute against Ayres of Manawa. Ayres is much heavier than Hiller and for that reason was required to throw Hiller in thirty minutes or call the match a draw. Both men are old, well known rivals and for thirty

minutes gave the spectators something worth watching. They went together and fought like wild cats and four times fell off from the high platform. When the thirty minutes had elapsed with neither man getting a fall the match was declared a draw.

During the day many excellent vaudeville stunts were exhibited on the platform in the city park. The tug of war was called off on account of rain. The day although marred somewhat by occasional showers did not dampen the ardor of some five thousand people who were out for the celebration. The base ball game in the afternoon was won by New London when they beat up Appleton by a 3 to 2 score.

The fireworks which were displayed from the park on the river bank near the electric light plant were exceptionally beautiful. The big sensation was let loose when a representation of Niagara Falls was touched off by the big match and it was a fitting conclusion of the magnificent display.

The dance at the Edison hall in the evening closed the day's activities. Everyone declared that the day had been one of the best ever known of in New London.

56. Residents of Emden and Hartsburg and surrounding country are in feverish excitement over the strange disappearance of Miner Jannsen, Jr., aged 28, who left his home in Emden while apparently slightly ill, Friday, and who has thus far baffled all efforts of residents of the village and trained bloodhounds, to find him. There are fears that the young man has been overcome by his illness which may prove fatal because of exposure and exhaustion.

Bloodhounds, hastily brought to Emden in automobiles from Springfield late Friday night, traced the trail through corn fields to the Illinois Central tracks two miles southeast of Emden and there lost the trail. The fields in Orvil township and surrounding sections are being hastily searched by volunteer parties in the effort to find the wandering man.

The young man, son of Mr. and Mrs. Miner Jannsen, Sr., of Emden, had been slightly ill for the past week but his condition was not considered serious enough to confine him to his bed. Friday he returned home from town at 11:00 o'clock, took the

medicine prescribed by his physician, donned his coat and hat and started through a corn field.

About noon he was seen by Onno Hellman going through the Hellman farm, one mile southeast of Emden and not long after was seen by Ado Harmson, going through his field. Since then no trace has been found that would indicate his whereabouts.

When Mr. Jannsen left home his parents believed he was going to a neighboring farm, although he had not said so. After dinner they became apprehensive and at about 2:30 o'clock, when they spread the news that their son had disappeared, a searching party quickly formed and started in search for him. The party found the track taken by him through the soft field and followed its wanderings for a few miles. It went toward Hartsburg, through the field of Onno Hellman, across the road into the farm of Hank Miller and then back into the Hellman farm. From the Hellman farm the track wandered through Ado Harmson's farm and stopped at the railroad track.

The big crowd of men from Hartsburg and Emden tramped the field and roads for several hours, returning to Emden late in the evening.

Obtaining of bloodhounds was suggested and the searching party immediately raised a sufficient purse to pay the expenses. In response to a long distance call Strumplere's hounds were brought from Springfield and placed on the trail. They followed it through the fields, going over the same route as the men had, and stopped when they met the track.

After searching until 2:30 o'clock in the morning, the hounds were taken back and the search was given up until morning.

Early Saturday another crowd started out but at 3:00 o'clock in the afternoon had found no trace of Mr. Jannsen. Every possible place was being searched by all the farmers in the vicinity. The fact that the corn is badly down around Emden, making walking hard and concealing objects in the field, increases the difficulty of searching.

Mr. Jannsen, who is widely related around Emden, is well known in the northwestern part of the county. For the past few years he has been working, part of the time, on the railroad.

Until recently he was one of the village trustees. He is a man of unusual physique.

The strange disappearance calls to mind a somewhat similar one which occurred at Emden about ten years ago when Harm Ontkes, while suffering with typhoid fever, escaped from his home and walked for several miles into the country and was found only after many hours of search. The man, almost dead, was found lying alongside a hedge fence. He died soon after as the result of the exposure.

57. Fire at Raymond early this morning caused one death and destroyed five frame business buildings on the east side of the business district, all occupied. The buildings and contents were all a total loss.

The vigor of the local volunteer fire department consisting of a bucket brigade, assisted by the Harvel department of engine and hose, prevented a more disastrous conflagration.

The fire was discovered this morning at 3:15 only after it had gotten well under way by people returning home from the state fair at Springfield. The alarm was given at once and practically every man, woman and child of Raymond responded. A call was sent to Harvel for help and they responded with their hose and engine.

The fire is supposed to have started in either the box-ball alley of Borch and Company or in the partition between the box-ball alley and the Electric theater of A. R. McNeal.

The buildings destroyed were three owned by S. Schulte and occupied by J. B. (Bryan) Bishop, formerly of Litchfield, but for the past four years in Raymond, as a general merchandise store, stock however consisting mostly of groceries. There was $1000 insurance on this stock but no insurance on the buildings.

One building occupied by Mr. Schulte himself, with a restaurant and bakery. No insurance on either building or stock and one building occupied by the barber shop of Frank Harris. No insurance on contents or building. The back room of the barber shop was occupied as an office by the Village Clerk. All the records and books of the village were burned excepting the books of the treasurer, which were kept elsewhere.

The next building burned was that of F. M. Drake, occupied by the Electric theater of A. R. McNeal. No insurance on either building or theater.

The fifth building was also owned by Mr. Drake and was occupied by Burch and Company as a box-ball alley. No insurance on either building or contents.

The fire is supposed to have started either in the box-ball alley or in the partition between the alley and the movie theater next door.

The next building was the brick building owned and occupied by the First National Bank of Raymond. This building was only slightly damaged by the fire. A hole was chopped in the roof to permit of getting to a small blaze. There was some damage to the bank furniture from the water thrown to save the building.

The heat from the burning buildings was so intense that it cracked the plate glass in the store fronts across the street. The tip of an air pipe in the hot water heater in the Harris barber shop blew off and was hurled thru the front plate glass window of G. A. Miller's hardware store across the street.

One of the most active in putting out the fire was J. W. Ray. After the fire was out a little after 4 o'clock Mr. Ray returned to the Gray hotel where he was boarding and laid down on a couch in the waiting room. When breakfast was called and Mr. Ray did not respond it was supposed he was sleeping and one of the employees of the hotel went to awaken him and learned that he was dead.

Mr. Ray formerly lived half mile east of Raymond on a farm and was a well known stock raiser and buyer. About three years ago he retired and came to Raymond and boarded at the hotel. He was a bachelor and was a brother of Mrs. Fred Mondhink, whose husband is a prominent stock raiser $3\frac{1}{2}$ miles southeast of Raymond.

Coronor Gray was notified of the death early this morning and an inquest is being held this afternoon. It is supposed that the death was caused by excitement at the fire and from heart disease.

CHAPTER IV

FOOTBALL, SPEECHES, INTERVIEWS

The Range of Stories. — Not all news stories appearing in city dailies can be duplicated in subject matter upon the school campus or within the school building. The young writer, placed within a circle limited to social activities, organizations, athletic contests, and the rather slight experiences of comrades, will not be called upon to record many momentous events. There are a few significant things however, that he will be certain to encounter and for which some preliminary guidance may be necessary. It is the purpose of this chapter to indicate some of these news happenings, and to set down methods for dealing with them acceptably.

Football

Faults in Football Stories. — Close scrutiny given a number of school papers shows that the football story, almost universally printed in such publications the country over, is badly handled, both in organization of facts and in methods of literary presentation. Jubilant "kidding" of the defeated eleven on the part of the sports writer, narrow partisanship, obscurity of thought, a tendency to imitate the gorgeous vocabulary of the professional sports expert, are easily found in many of these accounts of gridiron contests.

The inexperienced sports writer will do well to remember that a straight news account is usually the better form for athletic contests. This does not mean necessarily that the story must be a dry, matter-of-fact recital told in chronological order. In football, especially, there is a splendid opportunity for the reporter to display his descriptive powers.

A football game has more real human-interest connected with it than any other American sport. If the reporter can put into his story all the picturesque elements of the game, the noise, color in the grandstands, exciting plays, thrilling situations on the field, no narrative in the paper will be read more appreciatively.

But the reporter must not be so carried away by his theme that the result is a long, rambling word picture which omits what people want to know, the facts; nor should he be led into the use of extravagant language under the impression he is speaking the vernacular of the sporting page. The most skillful sports writers of today — especially those who write the accounts of major league baseball games — are abandoning the exaggerated diction once so much used by baseball experts. A study of their reports will show the amateur that these stand upon their own merits as good news stories. He will soon learn that "Crangle went off left tackle for eight yards" is much more acceptable than "The mighty Crangle, by a Herculean effort, ripped eight yards through left tackle, leaving a half dozen prostrate opponents in his wake."

The Technique of the Game. — The reporter should remember that the writing of a football narrative is crowded with many difficulties. Football has grown to be a highly specialized, technical contest. It is growing more so every day. Few persons indeed (other than a professional coach or a man thoroughly experienced as a player), are able to analyze intelligently a football game when finished.

For this reason, one of the most important things for a football writer to observe — even though he is experienced — is to get in touch with some official after the game, possibly one of the coaches or a real gridiron authority, and ask him to explain matters that are not clear. It is best to make arrangements for this meeting before the contest.

Another suggestion is to secure the services of someone who knows the players of the opposing team. This man can name the players the writer does not know, thus eliminating all guess work. Most writers are too prone to believe that they can always "spot" the players of both teams, with the result that some athletes are often credited for spectacular plays in which they did not participate. Newspapermen often seat themselves in the press box, in order to give mutual assistance in identifying players.

Writing the Story of the Game. — In preparing to write the story take notes on all details as the game progresses, but watch for the "high spots," the main features around which the story is to be built. Search for the unusual. Be sure to get a clear impression of how the stars of the two teams have acquitted themselves. Watch for the breaks in the game, and when the last whistle has blown, endeavor to formulate a conclusion on *how*, *when*, and *why* the tide of victory swung back and forth, and *how* the winning of the game was accomplished.

In writing the story, the lead, as in all news stories, is important. In almost every case, it should include the score, then a brief summing up of the game, and, if expedient, the play upon which victory hinged.

As an example, the following lead in the *Ohio State Journal* story of the Ohio State-Illinois game of 1919, may be cited:

> Eight seconds
>
> It is not much, as time goes, but it meant the difference between victory and defeat and the winning and losing of the Western Conference Championship on Ohio Field Saturday. Gamely taking the lead in the third quarter, after being outplayed throughout the first half, Ohio saw a 7–6 advantage turned into a 9–7 win for Illinois when Bob Fletcher's 32-yard place kick sailed between the posts just eight seconds before the final whistle blew.

Incidentally the suggestion for this lead and a number of other interesting side-lights were received from the time-keeper, interviewed by the reporter after the game.

Following the lead sum up the game in a general description, citing the outshining features. Include the principal runs, bucks, and passes. Make it a running narrative, comprehensive and vivid. Then comment on the work of individual players, especially those who have gained such prominence as to be generally known. Readers are always interested in this phase of the contest, and it is a good way with which to end the story. A play-by-play summary is also readable stuff, though it fills considerable space.

Many of the foregoing suggestions apply to stories of basketball, baseball, hockey, and other sports associated with schools and colleges.

Speeches

First, Get it Right. — In reporting a speech it is imperative that you as a reporter take careful notes on striking passages in which you think other people will be interested. These are to be enclosed in quotation marks as utterances of the speaker. The story, therefore, is a verbatim condensation of an address, not a scattered impression of what the reporter thinks the speaker said.

Obviously, if a reporter depends on auditors for his information, he is apt to get a distorted estimate of the address. Most people do not tax their memories with the exact phrasing of what they hear. Opinions and disconnected recollections are of course worthless to a reporter anxious to produce an accurate, informing story. Attendance at the lecture—preferably well up in front — or the use of the speaker's manuscript, is the only sure method of securing a good report.

Starting the Story. — Once the reporter has plenty of notes recording telling passages, he is confronted by the problem of sorting them out for publication. What is to

be his lead? The answer to that question depends upon the speech itself. An epigrammatic, thought-provoking statement may easily serve as an entering wedge, provided it does not misrepresent the tenor of the speech when detached from its setting. In the latter case the story might start with a direct quotation, a method favored by reporters, even though the speaker may not have uttered the particular sentence in question until well toward the end of his address. For example:

> "The Des Moines convention taught the delegates that self-sacrificing service was the highest idea of life and it is this message we bring back to the groups which we represent," declared Mildred Welch, one of the six students who gave reports to the student body of the Student Volunteer convention at the All-University service held in the Auditorium, Sunday night.

Great care should be taken to preserve the continuity of the speaker's thought, following the lead, and to resume the use of quotation marks in succeeding paragraphs. It is rarely permissible to substitute one's own phrases and to place the responsibility for them on the shoulders of another; such practices sometimes bring the hot criticism that a man has been misquoted.

Often the lead may summarize the leading facts developed in the course of a speech without utilizing direct quotation, especially if the address lacks striking opinion. Two lead paragraphs will illustrate the method:

> Accuracy, brevity, and readability are the three characteristics essential to the construction of a good news story, Newbold Noyes of the editorial department of the *Evening Star*, told the class in journalism at George Washington University last night in discussing news articles.
>
> "The successful newspaper men of today

> guard the reputations of their papers for accuracy as jealously as they guard their own for probity," Mr. Noyes said. "If I could give you one point to carry away from my talk this afternoon, it would be this: "Develop the reputation in your careers as journalists that will lead all men to say, 'I know it is true, I read it in Jones' paper.' That way leads to true journalistic success."

Some Illuminating Touches. — The correct chronicling of what a reporter hears is never to be minimized; it is the cornerstone of success in reporting. But there are other things as well that belong to a speech that should challenge every alert scribe. Often the setting and atmosphere, the significance of the occasion (it may be a memorial service for brave young fellows who fell in France), the fame of the orator, deserve important place in the formal story. These invigorate every quotation. Nor should a reporter neglect the opportunity to add characteristic gestures and bits of human-interest that interpret the personality of the man who talks.

Avoid the too frequent use of "he said," in giving authority for quoted remarks. It is much more expressive to write "declared," "continued," "added," "concluded," or any other expressive word that relieves the monotony of this old favorite. Be sure also to use " marks at the beginning of each paragraph of quotation, keeping the final " until the conclusion has been reached. Here a final word may be added to buttress the writer's authority and round out the report.

Interviews

Elements of an Interview. — In essence the interview is not radically different from the report of a speech, except that it is usually more informal in tone, and includes in its scope

swift character drawing. Most people read eagerly an intimate interpretation of a celebrity's pursuits, opinions and daily life; autobiography is nearly always refreshing and inspirational.

An interview offers some striking opinions held by a prominent man, secured through a series of pointed questions put by the interviewer. The reporter encourages his man to detail his experiences and to set forth his views on a subject of timely interest, then endeavors to reproduce the exact trend of the conversation. In his story he may use an "I" if he himself takes a prominent part in the discussion or he may insert the question which prompted a pungent retort. Generally, the interviewer remains hidden and allows the limelight to flicker upon the man himself.

The note-book should rarely be used. A poised pencil discourages easy freedom of speech. A retentive memory, therefore, is absolutely essential if the reporter is to give a truthful version of what has been told him. If he has, likewise, ability to write the English language with distinction and charm, his production will have the added merit of literary flavor.

Know Your Man. — If called upon to interview a man, a reporter's first duty is to discover all he can about him so as to be able to ask intelligent questions. Do not duplicate the folly of a cub reporter on a Detroit newspaper who accosted John Burroughs, the naturalist, with the query, "Now, Mr. Burroughs, just what do you do for a living?" Such gross ignorance will seal the lips of a man otherwise disposed to be friendly. For instance, if you seek information from a banker concerning a campaign to develop thrift in the schools, read about the subject first, and save yourself from stupid blunders. Learn all you can about men and their activities. Read widely. Keep your reservoir of information full. Ignorance is the only evil spirit to fear.

Framing the Interview. — The skill that fashions any news story may well be employed in writing the more specialized interview. Here is the chance to blend direct quotation, the personal sketch, striking news, and useful information not otherwise accessible. A few paragraphs from a well written interview are sufficient to indicate this combination:

> "More pupils are taking printing this half year than ever before," says R. C. Thomson, teacher of printing. "All of my classes, except the fourth or fifth hours, are completely full, and in my third hour class I haven't enough cases for all my pupils. The printshop is full to overflowing."
>
> Mr. Thomson pointed out that about twenty members of the *Manualite* staff and twenty members of the journalism class are taking printing, which gives him forty pupils who are directly connected with the *Manualite*. The rest of the pupils either intend to follow printing as a profession or later take up *Manualite* work.

The gathering and compiling of opinions centered around a single topic of public concern (let us say the advisability of introducing the honor code in final examinations) constitutes another happy function of the interview. These "thumb-nail" reactions secured by reporters and printed in a series make readable copy. Notice this sample:

> **George F. Foster,** President of the Sophomore class — "I believe the honor system should be applied not only to examinations, but to all our activities. A student on his honor is pledged not to steal, lie, crib, or be a sneak anywhere or at any time."

It need scarcely be added that every town abounds in material for interviews. Visitors, distinguished men of

affairs, schoolmates, instructors, alumni, native sons who have become famous, the whole gallery of interesting folk who live in the community, offer invitation. All stand ready to talk of the things nearest to their hearts, if only the interviewer is appreciative and intelligent.

SPECIMEN STORIES FOR ANALYSIS AND STUDY

A

Ohio Triumphs Over Illinois, 7–0

Another of those super-sixty, heart-walloping football finishes in the great Dad's day game Nov. 20 gave Ohio State a last-second touchdown, a 7–0 victory, and the conference championship. It was the most bitterly battled session of football ever seen on Illinois field.

With scarcely three seconds left to play, and with the ball in the Buckeyes' hands at midfield, Quarterback Harry Workman took the toss from center, ran back 10 yards, wheeled sharply to the front, and heaved a long, perfect pass into the waiting arms of Myers, left end, who capered over the goal as the whistle blew. Walquist, last Illini safety man, slipped and fell as he dived for the streak of scarlet and gray.

A closer call no team certainly ever had on Illinois field — 3 seconds between victory and defeat — 3 seconds between the conference championship and a weary explanation to all Columbus.

Few Ohioans saw Stinchcomb add the odd point with a beautiful kick after touchdown. It made little difference, because Myers' touchdown had made the Buckeyes supreme in western football. But to the valiant little band of Blue warriors, desperate and despondent as they stood bravely under the goal posts of defeat, that kick was as salt to an open wound.

Stinchcomb barely had time to send over the kick before the 3000 scarlet and gray followers in the west stands tore down the fence, and swarmed over the field in a triumphant procession. Jack Wilce, "the grand old man of Columbus," and one of the

wizard coaches of the country forgot all care and dignity, and grabbing players by the shoulders danced around the field with the rest. Every scarlet jersey was hoisted shoulder high and carried around the gridiron. The brightly-uniformed 100-piece Ohio band wove in and out of the brilliant throng, and scarlet-clad cheer leaders dashed around, trying to spur more and more noise from throats already raw from yells.

No such demonstration has ever before been seen on Illinois field. Ohio followers forgot everything in their wild celebration. The traditional snake dance under the goalposts, the stealing of the number from the scoreboard, which Illini students tried to defend — all made up a wild riot of victory enthusiasm, the kind that only a championship winning can produce. Men and women, old and young, joined the scarlet colored throng which gradually moved off the gridiron and wound its happy way through the silent streets of the peaceful little University town.

The great Orange and Blue crowd, dazed and disappointed but fighters to the last, remained with bared heads singing "Illinois Loyalty" as the Illini squad with weary legs and heavy hearts trudged into the dressing room for the last time this year.

Ohio must thank Stinchcomb, flashy halfback, for the dramatic, victorious ending. Previous to the last scoring throw, Quarterback Workman had called two forward passes, but both were wrecked by the Zuppmen's secondary defense. On the third try, which everyone realized would be the last of the game even if there was enough time left to complete it, Ohio again lined up for an open play. Stinchcomb checked the signal, whispered in Workman's ear and another set of numbers was called from the close formation. This bit of trickery hitting the unsuspecting Indians made possible the daring 37-yd. pass, and Myers' touchdown run.

All during the game Stinchcomb issued orders for plays which Workman later called. Also the little Ohioan did most of the ground gaining with cut-in tackle bucks and sweeping end runs. Once he got away through tackle for 32 yards. At the start of the second half he returned the kickoff 52 yds. He was stopped by Bob Fletcher, the only Indian blocking a sure Ohio touchdown.

The score probably represents the difference of the two teams as they lined up. Coach Zuppke offers no excuses, but it was evident that the absence of Capt. John Depler, the strength of the Illini line, and of Peden, the speedy open field runner, and the injuries that made it necessary take out Carney and Ralph Fletcher before the game was half over, practically wrecked the offensive. Depler and Peden were out with broken arms received in practice, Carney dislocated a knee when hit by the interference for one of Stinchcomb's runs and Ralph Fletcher broke his left hand on a center plunge.

Had these men been in the game there might have been a different story, for the Ohioans certainly did not outclass Illinois by any wide margin. It was anybody's game until the last second, with the odds, if any, going slightly to Ohio, mainly because of Workman's excellent punting ability. The Buckeyes gained on nearly every exchange of boots.

Illinois lost one never-to-be-forgotten chance to score. It was shortly after the start of the last quarter. A forward pass, Walquist to Doepel, had in the previous period placed the ball on Ohio's 20-yd. line.

At this point Pete Stinchcomb and Blair, halfbacks, were sent back into the game, fresh after a much-needed rest. Despite this, however, Ralph Fletcher took the ball in a slashing, cutting off-tackle plunge to the four-yd. line where he was stopped by the last safety man.

The Illini stands went wild, and the Ohioans sat in frozen silence. Walquist dropped back as if for a forward pass, but it was a fake and Jack Crangle, who played brilliantly all during the game, added one yard. Little Bobby Fletcher added a slight gain on the next try and then gave the ball to his brother, who came within inches of a marker.

Walquist tried a sneak to the side but was halted on the line, directly in front of the goalposts. The strengthening Buckeyes' defense had stood the test, fighting valiantly.

A protest was made that Walquist had carried the ball over for a score and that he had been pushed back after the whistle had blown. Officials, however, did not allow the claim.

Then happened a peculiar bit of football playing. Workman went back as if for a punt, but Stinchcomb took the ball and made about one yard to the right side in order to get in a better position for a kick. It would have been almost impossible to boot from the former position, as the goalpost was directly in back of center. Workman punted. The Indian line was offside, and Ohio gained 5 yards on the penalty. After a poor plunge behind Nemecek, the rangy Buckeye field-general punted out of the danger zone to Bob Fletcher.

The visitors threatened seriously to score on only one occasion, but were held by the almost superhuman work of Zuppke's riddled and revamped line. The crisis came early in the second period. Stinchcomb, Wilce's greatest yard-maker, returned Hellstrom's high spiral through a broken field for 15 yds. It was on this play that Carney's knee was first injured and he had to be relieved by Linden. Stinchcomb then galloped wide around right end for a 16-yd. gain.

A trade of punts followed, and Stinchcomb dashed 31 yds., with a squirming, twisting, side-stepping run, evading all Illini tacklers until he met Bob Fletcher and Jack Crangle on the 18-yd. line. Two line bucks made three yards, and Workman, taking the ball from center, dropped back as if to forward, but as every Ohio man was covered closely was forced to run and made it first down only five yards from a touchdown. Crangle jarred him with a vicious tackle.

Willaman made one yard in two tries. Workman then took the ball himself and squeezed under center for two more. Zupp's forwards were fighting grimly against Ohio's drives, but a score seemed sure on the next push.

But when the play came, Olander smashed through and Stinchcomb lost on an attempted tackle buck. Hellstrom, standing far behind his own goal, booted a long, rolling kick past the center of the field. After a trade of punts the half ended, with the teams in a scoreless deadlock.

As the battle raged into the final stretches, everybody predicted a tie. Early in the second quarter the Illini had held the Buckeyes at the very threshhold of the goal, and at the start of the final

quarter Ohio kept the desperate Zuppmen within a bare 6 inches of scoring. The fight at the north goal was so desperate, in fact, that when the Wilcemen did get the ball they found themselves so goal-locked that Stinchcomb couldn't kick out. A diagonal play had to be sent into the line to get over in position to kick.

Although a forward pass did win the game for Ohio, neither the Ohioans nor the Illini had much success in passing in the other parts of the game. Out of 14 trials Ohio completed 2, one of which won the game. Illinois completed one out of seven. Ohio made twice as many first downs as Illinois. (Ohio 8, Illinois 4.)

Seldom before have two elevens battled so fiercely or on such even terms. Although Workman and Stinchcomb illuminated Ohio, the brilliancy of the entire Illini backfield more than made up for it.

Until he was hurt and had to be taken out, Ralph Fletcher did remarkable work, of truly all-western measure. His dash to the very edge of the goal will be long remembered.

Jack Crangle, too, stood out prominently and undoubtedly earned unanimous recognition as being of all-western timber. Offensively his drives were cuttingly vicious and his defensive work back of the line has not been equalled on Illinois Field this season.

Walquist rivaled Stinchcomb as a slippery, fast open-field runner.

Reitsch, substitute center, played well, as did Hughes, who filled Smith's old job at right guard.

The Ohio line was about the stiffest that Illinois had faced all year. Long gains were utterly impossible. Plunges that hit hard, with the interference ahead of them, usually went for yardage.

Wilce's forwards did wonders in holding the fighting Indians a few inches from the goal. Taylor, guard, and Captain Huffman, tackle, were the best. Taylor, who does not wear a headgear, was at the bottom of nearly every line buck.

The open work of both teams, especially that of Ohio, was disappointing. The pass that resulted in the Big Ten championship, and a short pass just previously, Workman to Stinchcomb, were the only two that worked. The much-heralded Workman to

Stinchcomb combination was effectively checked. With Carney out of the game, little Illinois air work was possible.

The game was a championship battle all through — a battle worth going miles to see. It turned out just the opposite from last year's, when Illinois won in the last few seconds of play. Things are now even. Each eleven has lost three and won three since competition started between the two universities.

Illinois, 0		Ohio, 7
Carney	l e	Myers
Olander	l t	Huffman
Mohr	l g	J. Taylor
Reitsch	center	Nemecek
Hughes	r g	Wieche
Ems	r t	Trott
Hellstrom	r e	N. Workman
Bob Fletcher	q b	H. Workman
Ralph Fletcher	l b	Stinchcomb
Walquist	r b	Blair
Crangle	f b	Willaman

Scoring — Ohio State: touchdown, by Myers. Goal from touchdown, Stinchcomb.

Substitutions — Illinois: Linden for Carney; Carney for Linden; Doepel for Carney; Larimer for Ralph Fletcher.

Ohio State: C. Taylor for Willaman; Cott for Stinchcomb; Bliss for Blair; Stinchcomb for Cott; Blair for Bliss; Isabell for C. Taylor; Slyker for N. Workman; Henderson for Blair; Weaver for Isabell.

Officials — referee, Birch, Earlham; umpire, Schommer, Chicago; field judge, Snyder, Cleveland; head linesman, Henry, Kenyon.

Scraps of Paper

Capt. Depler's last game — and he couldn't play. No wonder he wasn't exactly overjoyed. Other last appearances were the Fletcher brothers, Kopp, and Ems.

Twenty men have been awarded I's; 22 freshmen received numerals.

The attendance at the game was about 22,000. This was larger even than homecoming.

OHIO STATE sent over about 2500 rooters. Many came in automobiles; some even in motor trucks.

GEORGE HUFF made such a determined stand against betting that very little gambling was done. Unusual precautions were taken against scalping. The name of every ticket buyer was recorded in the Athletic association office, and a blacklist prepared. It was said that unless betting had been crushed out beforehand, the professional gamblers would have wagered a quarter of a million on the game. Business men of the twin cities refused to hold stakes.

THE ROOTERS were delighted to find the players numbered. The mechanics of the game were much easier to follow than in previous games where the players were not tagged.

— K. W. CLARK in *Alumni Quarterly and Fortnightly Notes.* (University of Illinois)

B

OLD MASTERS HUMAN TO THE CORE, SAYS LORADO TAFT

Turning back the scroll of history for more than 500 years to the time of Charles V of France, Lorado Taft, famous Western sculptor, in his lecture "New Friends in Old Towns: A Page from the Art History of Burgundy" last night gave to his audience in the University Auditorium a series of intimate glimpses into the lives of the old masters. He drew aside the veil of mystery which surrounds them, and showed that they were men first and artists next, each endowed with all the faults and frailties of humankind. There was no minimizing their genius as artists, but the lecturer did not hesitate to talk of them as he would of ordinary folk. The combination of informal friendliness with genial, playful humor flavored his address and lent an added interest to what he had to say.

A Decent Sort of King

Beginning with the reign of John the Second, whom the speaker characterized as "a decent kind of king as kings went," he rapidly

sketched the history of the French reigning house, which became patron of the arts, and brought his hearers to the time of Philip of Burgundy, who established his capital in Dijon where he planned to build a magificent palace.

"But all of this took money and Philip began to look around. He had read that it is a sin to marry for wealth, but knew that it was all right to fall in love with a rich girl. He finally decided to fall in love with a certain Margaret of Flanders. Margaret would not have taken first prize in a beauty show but she had a lovely soul, and — what was more to the point — was the heiress of the wealthy counts of Flanders who had all gone to their final accounting. She said it was 'so sudden' and hesitated; but Philip the 'Hardup' was even more embarrassed — financially — and pressed his suit with ardor. So they were married, and lived happily ever after — excepting when once in a while Margaret would strike and refuse to pay the bills.

A Haven for Artists

"And now things really did begin to happen in Dijon. Architects, sculptors, and painters — mostly Flemish — were invited, and the Duke spent joyous hours in consultation with them. He wanted to invest his wife's money judiciously and, if possible, in a way which would be satisfactory to her — which was considerate. He decided to build an abbey so big and splendid that it would put God under obligation to them; and work was begun on the Chartreuse of Champmol. And this is where Claud Sluter comes in."

Sluter was a Hollander, according to Mr. Taft, who had come to Burgundy to find his opportunity for becoming a great sculptor. He was commissioned "Image-Maker and Valet de Chambre" to the Duke. In 1395 Sluter began his greatest work, a group of the Crucifixion, to stand in the middle of the cloister where the monks would have it ever before their eyes as they passed through the abbey.

This the speaker characterized as one of the finest things in French art. "Remember Claud Sluter had not gone to school to

the great masters of Italy," he said. "They were not yet. At this moment Donatello was a boy of nine years, and it was to be over a century before Michel Angelo should carve his mighty Moses."

Discusses Figures of Prophets

Commenting upon the various figures of the prophets in the group, the speaker pointed out "David, very Dutch, it must be confessed, but a serious, dignified figure. Jeremiah bends his smooth-shaven face over his book like an old man whose eyes have been a fountain of tears. Daniel, bearded and turbaned, points to his scroll as one having authority. Isaiah has the weakest figure and pose, but his bald head with long beard is a wonder of characterization. We know that it was carefully modeled from a Jew who had found refuge in Dijon. Zachariah peers with troubled, questioning eyes into the future, and is particularly impressive."

The lecture was illustrated with lantern slides, views of the examples of French art which Mr. Taft obtained while engaged in lecturing before the soldiers of the American Expeditionary Forces in France. The address was originally prepared to give the dough-boys a more intimate knowledge of the art glories of the country which for a time constituted their home.

— J. A. Bell in *News-Gazette.*
Champaign (Ill.)

C

YOUR ORDINARY SPEAKING VOICE AND ITS INFLUENCE ON YOUR CAREER

An Interview with Guy Bates Post

"What do you think of the average American voice?

"Is it good, bad or indifferent?

"What, if anything, is wrong with it?"

Guy Bates Post was sitting one afternoon last week in the semi-private office of the Studebaker Theater, Chicago, where he is appearing in "The Masquerader." It was 4 o'clock, and he had just returned from the tailor's, where he had gone after taking

his afternoon walk, which had been preceded by a visit to the osteopath. He normally, as he said, is asked to express an opinion on the menace of Bolshevism or discuss some other political topic. Instead the foregoing questions were fired at him point-blank.

The look of relief at being asked questions which touched a vital interest in turn was relieving.

He exhibited a genuine concern for the subject of the American voice and politely damned the ordinary expression habits of about 99.9 per cent of his fellow countrymen before he had finished.

"Carelessness, Carelessness, Carelessness!"

"A good voice is so rare that I go home and tell my wife whenever I hear one," Mr. Post said in launching out on the topic. "Everywhere one goes he hears slovenly speaking. Carelessness! Carelessness! Carelessness! That is all it is. People do not pay attention to their speaking. It is a national weakness. Other peoples are weak in this respect, but the American especially is.

"And it is not because the American is any the less gifted with the finer qualities," Mr. Post added. "I am a thorough American and the reason I think the average Englishman is more careful about his speech is because he is of an older nation. It is because of the age of his country that he is deliberate. The American voice reflects the youth of the Nation. We are youthful, energetic and unconcerned about many things. Hence we express ourselves in slurring slang. It is no reflection on our inherent qualities.

"The correct use of the vocal organs results from a proper state of mind," Mr. Post declared. "Let a man take pride in his speaking. Let him strive for excellence in this direction and by fixing his attention upon the goal of proper speech he inevitably will improve himself. It is not that he will think of each word he utters and shape it according to a set form. A man's brain must be trained through a long period of time."

How Mental Attitude Affects the Voice

At this point Mr. Post went off into an illustration to show the way the voice responds to an occasion, showing how the mind controls it. "Suppose you meet a distinguished judge who has with him a friend," he began. "You know the judge and greet him. You are introduced to the judge's friend, concluding from their association both are of the same distinction. In a carefully modulated voice you offer, 'I am delighted to meet you, sir.' Your voice has all the mellow quality your vocal organs will permit. You are in the presence of a personage and you have risen to an occasion. Assuming the three of you engage in a short conversation, you hear the man you have met say something such as, 'Can that stuff,' a not uncommon expression. You discover the judge's friend is quite ordinary. After all there is nothing exceedingly noteworthy about a man who has to rely on the commonest slang to express his ideas. What happens? The lines in your face go down and your voice goes down with them. The next moment you are talking as you would under the most ordinary circumstances. Your mental state changed. No longer was there any influence to keep you on edge."

Mr. Post spoke of the twenty-six years he had spent in studying the use of the voice in expressing the words put in the mouths of the characters he had played. Among the not easy feats he is required to perform in his present play is that of carrying on a conversation with a man who is his double, using his own voice for both parts. Naturally he is assisted by the use of shadows, but he stands beside a man in the mist and asks questions and answers them in an uncanny manner. The voice under the guidance of a trained mind becomes a delicate instrument which is capable of accomplishing wonderful feats.

Measuring Influence by a Voice

"Do you think a man's voice has a part in determining his influence in life?"

"Most assuredly," Mr. Post answered, "John Pierpont Mor-

gan once was asked if he suddenly were to lose all his fortune what he would do first in attempting to regain it. He replied, 'I would save my pennies until I had enough money to buy a silk hat.' Mr. Morgan was the outstanding financier of his time. He thought the impression a man made upon his associates was paramount to his success. To him a silk hat meant that impression. However, there is nothing which makes so favorable an impression as a clear, distinct, forceful voice. It shows power in the man or woman who possesses it. It shows a well ordered mind. It shows ability to accomplish things. I never have known a man with marked expressive power who was not accustomed to exercise influence. It is a natural result.

"A modulated voice is a sign of culture. It impresses the other fellow. He concludes 'here is a man with something fine in his nature. He has a liking for the good and beautiful things of life. He can't be all vanity and bravado. He must have something most men do not have.' "

"Granting the value of a good speaking voice, Mr. Post, can the average man obtain one? You have spoken about modulation. You have hinted at the need for enunciation and articulation, things we usually assume a vocal teacher alone can assist us in developing. How can a person improve his speaking?"

A Way to Improve

"By taking pride in his God-given ability to express himself; by being attentive to it, pronouncing his words distinctly, choosing better words as he is able; by associating with those who speak well; by cultivating his mind to the place where it will be a matter of instinct for him to obey the laws which will give him the power he wants." This was his reply.

"Do you think the American voice is improving?"

"Decidedly."

"Are the public schools, high schools and colleges assisting in a practical way?"

"Most certainly. However much we may be disappointed in the tendency of certain unthinking students to talk 'smart'

there is an essential betterment over the old days, when I was beginning to study, twenty-six years ago."

"Then you think there is some hope after all for improving the American voice, thanks to the instruction and the increasing interest in the subject?"

"I do."

—H. M. S. in the Kansas City *Star*.

CHAPTER V

FEATURE AND HUMAN-INTEREST STORIES

A Feature Story Defined. — A satisfactory feature story is one which selects a single feature in the calendar of events for more exhaustive treatment.

The time element which determines so markedly the value of a news story is not so important a factor in the feature story, although timeliness and seasonability undoubtedly improve it. A story built around the Fourth of July should be printed as close to that date as possible to insure public response, but the zest of it is seldom destroyed within the span of a single day.

If the writer decides to elaborate the *Who* in the news, the result is a personality or biographical sketch; if he plays up the *What*, the product is a fact story often laden with statistics; *When* converts the narrative into a historical survey or a forecast; *Where* makes it a locality sketch, sometimes an exposition of geographical flavor, while *Why* furnishes the basis of a yarn in which mystery plays a part, or *Why* at times may result in scientific exposition. These five *W*'s, we have discovered, are all found in the newspaper lead; in the feature story the arts of the craftsman are employed in weaving together the most inviting of them.

In addition, *How* presents many opportunities for similar skillful treatment, witness the description of "How Uncle Sam Catches Counterfeiters" which appeared recently in a Sunday supplement. The story was well supplied with illustrations which gave it added dramatic value.

Is Horse Shoeing a Lost Art? — It is only necessary to study a typical feature story to appraise the elements that

enter into it, and to uncover its kernel of interest and its method of treatment.

The wide use of the motor car might easily lead to the conclusion that the horseless age had arrived. The question "What has happened to the horse-shoeing shop?" is therefore pertinent, if not of sensational news import. The writer of the accompanying story, sent out by mail to papers using the Associated Press feature service, found the suggestion interesting, and has made a neat story about it.

[By Associated Press.]

PORT CLINTON, Jan. 17. — Horse shoeing is not a lost art, and old Dobbin is staging a wonderful comeback in this portion of Ohio. Slippery ice and sleet-coated pavements have defied coarse-tread automobile tires, and even tire chains, to such extent that horse-drawn vehicles in many instances are supplanting temporarily motor cars in and near Port Clinton.

Blacksmith shops almost on the verge of complete extinction are enjoying a spurt of business almost without precedent since the motor car came into such universal use. Last week one Port Clinton blacksmith alone turned out 142 shoes in one day, his day's receipts being $116. This is the largest number of shoes turned out in a single day by a local shop for many years.

The price of horseshoes at the present time varies from 60 cents to $1.20 per shoe, according to the kind and weight, thus proving that the almost extinct horseshoe business has not been slighted by the H. C. of L. Farmers here can remember the time when horses were shod for from 15 to 30 cents a shoe.

Here note that the interest is not one developed and satisfied within the first paragraph, as is generally true of the news story. Facts and figures are inserted gradually as

a housewife adds drops of olive oil to vinegar in making a smooth-flowing mayonnaise. The entire story must be read before all the information is at one's disposal. The bare bones of facts are skilfully padded, so that the story is never dull.

Sources of Feature Material. — "What shall I write about?" is a question that assails almost every writer as he sets out to produce a feature story. The idea is the important thing; without it composition of any kind is a waste of words. A few hints are herewith offered to the amateur as he sets out to gather material.

Observation and Investigation

The very best feature material is unearthed by observation and investigation.

If the eyes are roving search-lights and the mind is eager to know, many unsuspected stories will waylay the observer from almost every street corner. Thus invited to investigate, one secures invaluable, first-hand information, from which to fashion a faithful description, warm with intimate knowledge, a living testimony of the enthusiastic quest.

And yet so many ambitious writers think of the remote, abstract, unrelated thing as the interesting thing. They are like the deckhand swept from a freighter in a gale. Struggling for life in the very middle of Lake Erie, the man finally clambered aboard a piece of wreckage. For two days and two nights on that floating raft, he suffered the pangs of hunger and thirst. On the morning of the third day he was picked up by a passing barge. As his rescuers bent over him he cried in anguish, "Water! Water! Water!" Amazed, a sailor threw a bucket overboard and drew it up brimming with water, which the deck-hand drank eagerly. And yet he had been within easy reach of that water all the time.

There is a moral here for any scribe who looks far a-field for his subject, and will not accept the shining diamond that lies in his pathway, a diamond so often trodden under foot.

Whether writing for a school newspaper or for a more pretentious publication, the challenge to seek and to find within the boundaries of one's own home-town and one's own experience should not go unanswered. A little poem sums up the matter rather neatly:

> He wrote of lords and ladies,
> A king filled him with awe,
> He wrote of countless millions,—
> He lived in Arkansas.
> His tales indeed were many,
> His sales, alas, were few,
> He wrote of things he read about,
> And not of things he knew.

"He wrote of things he knew" might well be applied to the accompanying visit to a goose farm as written by Ernest Davis, a young rural correspondent for an Illinois daily newspaper. Davis' business consists in traversing the country roads in search of farm stories and subscription fees. One day he saw a marvelous reservation of geese. His curiosity was whetted, and he began to collect all the information he could about those geese and the man who raised them. He interviewed Mr. Firke, the banker-farmer, and set down every scrap of information about geese that he possessed, with liberal space given to Mr. Firke's philosophy. Davis had a camera and took pictures of the geese as they surrounded their owner. Later he sold an elaborated story to *The Farmers' Review*, through whose courtesy it is herewith reproduced:

"I can make more money out of my geese in a few weeks than I can make out of my bank in a whole year," declares William H. Firke, a farmer-banker of Mansfield, Illinois — the man

recognized throughout the middle west as the "Goose-King." A visit to the home of the goose-wizard at this time of the year is sufficient to convince one of the truth of the statement.

While the State Bank of Mansfield is a thriving institution — everything Mr. Firke interests himself in must thrive — it would take but small rank among the financial enterprises, while the goose farm is the largest of its kind in the world. It was through marked success in handling geese that the bank was made possible, and it takes more than goose sense to make cents enough out of geese to start a bank.. But Mr. Firke has other interests besides the thrifty little bank at Mansfield and the ten thousand geese who fatten his surplus by getting fat fast. He is one of the largest land owners and stock raisers in this part of the state. His farm includes more than a thousand acres of rich Illinois land, not an acre of which is valued at less than $250.

Mr. Firke's dealings with geese have only to do with the fattening of the birds. Few if any of them are hatched on the large estate. Hatching geese is too slow a process for a man who wants to make large profits. Mr. Firke's farm is a colossal fattening farm where geese are kept on an average only three weeks.

Young and gaunt, possessed of big frame and ravenous appetite, they are received by carloads from the South, principally Tennessee. Round and fat they are shipped three weeks later to New York City to be sold at the market there. But in that brief interim such a change is effected that a car which holds 2,500 birds enroute from the South will not hold more than 1,700 when they are ready for the market. An average goose upon his arrival at the Firke farm is worth 70 cents. The same bird three weeks later will bring at least $1.70. The feed consumed in working the change is worth 30 cents while transportation charges to and from the farm do not exceed 20 cents per bird. Even at these small figures the feed consumed by birds at the Firke farm is a big item, being worth approximately about $150 per day. But the profits! Ten thousand geese and a profit of fifty cents on each bird. The returns are fair even for a banker, much less for a banker-farmer, who is both the producer and the consumer of the feed used.

The investment is an item worthy of consideration. It is for

a brief period in the year only and the risk is remarkably small. Geese are remarkably hardy and free from diseases that infest other poultry and their habits are such that they require little attention other than feeding. They are slow in moving, easy to handle and even when given an opportunity, will not eat too much.

Shelled corn in abundance and plenty of fresh water is the principal diet on which the Firke geese thrive. The first two weeks they are allowed to graze over the pastures and through the orchards but the last week they are kept closely housed and fed all the corn they will eat. Occasionally corn fodder is added to the feed and it takes a flock of geese to beat a cow eating fodder. Mr. Firke is an enthusiastic believer in silos, and the geese are occasionally treated to silage. Next year another small silo will be erected on the Firke farm for the use of the geese only. At present Mr. Firke has three silos which contain feed for his stock.

Ten thousand geese all in one flock are not the only things of interest on the Firke farm. Considerable attention is paid to advanced methods of agriculture and to stock raising. Visitors are always welcome. A large sign posted conspicuously near one of the barns reads, "Inquire at the house, an attendant will show you around." Mr. Firke believes in advertising and is never more delighted than when strangers pay him and his big farm a visit.

The geese are housed in well-constructed sheds which are proof against the changeableness of the Illinois weather. The buildings now in use cost more than $3,000 and more are to be erected soon. Each of the barns has a solid concrete floor, is well lighted, has good ventilation and is connected with the farm water system. The barns are not heated, for the geese, when protected from the weather, can withstand a temperature of twenty degrees below zero. All the birds fattened on the Firke farm are disposed of in New York long before the mercury drops that low in Central Illinois. When the goose fattening season is over the sheds are used for fattening cattle. Next spring after the cattle are marketed Mr. Firke will experiment with chickens and will try to fatten them in much the same manner as he has the geese.

Of course, in connection with a large poultry farm a hospital must be maintained, not necessarily for the treatment of diseased birds but more particularly for the treatment of those injured in shipping. "More than half of them are saved by the attention given in the hospital," states Mr. Firke. By the visitor, the hospital is taken as a matter of course, a real necessity in the modern way of handling poultry. But one of the big surprises and an object of considerable interest is the goose jail, a prison for bad tempered and unruly birds. The troublemakers are segregated from the others for the common good of the flock. They are hustled off to the goose jail and the jail is most always full.

The founder of the goose farm is now 66 years old, yet he insists that he and his novel business are just in their prime. Formerly he did all the work himself but now he looks after the sheds and the geese are fed under his direction. In the management of the immense farm Mr. Firke is ably assisted by his son Ralph, who in the past few years has done most of the buying.

Late in the summer of each year the young man spends several weeks in Tennessee, in the hills of which country goose raising is an important industry. There geese are purchased, some here, some there, but never in lots of more than a hundred. Sometimes the geese are assembled in places remote from the railroads and must be driven many miles before they can be loaded. The driving is comparatively easy, but before the long march over the rough and rugged roads can be commenced, the geese must be shod. Rough roads will make even a goose foot sore.

Shoeing geese is easier than it sounds. The birds are first driven over soft tar or pitch and then onto beds of sand. When this has accumulated to sufficient thickness to protect their feet, they are ready for long marches. The driving is not as slow as might be thought, for the geese, when on the road, are fair walkers.

Easily the largest goose ever seen in this part of the country, and a bird which has attracted much interest, is the "King-Goose" on the Firke farm this fall. This goose, when standing perfectly erect, carries his head more than three feet high in the air, towering above the others. When ready for the market he will tip the scales at more than 25 pounds. We tried in every conceivable

way to get this "King" goose to pose before the camera, but apparently he did not appreciate the honor.

Mr. Firke's success had its origin in thrift. His mother was left penniless by the death of his father when he was but a few weeks old. After but a meager education, he secured work as a laborer, and invested all his earnings in land, the increase in value of which alone has made him independent.

The idea of making large returns from fattening geese is not original with Mr. Firke. His thrift gave him an opportunity to engage in a partnership along the same lines several years ago. But Mr. Firke operates independently and so successful has he been that he now fattens more geese than any other man in the country.

Personal Experience

Another rich store house for feature stories is personal experience, closely allied to observation and investigation.

Every person knows something that will prove of helpful service to his friends. A chain of newspapers recently completed a series of articles entitled "Bobby Knows. Let Him Tell You How to Skate," written by Bobby McLean, a champion skater, each article illustrated with diagrams. Another feature has to do with nursing in the home, as described by a young lady who has just graduated from a School for Nurses. Still another story swung around the experiences of a girl who served on Saturday as a clerk in a big dry-goods store. The article was entitled "Something?" an inquiry directed toward prospective customers as they stopped in front of her counter.

If one's experience has taught him how to do anything preeminently well, a certain obligation rests upon him to tell other people. No person has any right to bury a useful bit of information gleaned from his own life; he needs a megaphone attachment that will proclaim it to the world. The compiling of personal experiences should become a fasci-

nating art, because the writer is translating the thought that lies closest to his heart.

The attached signed story, typical of this sort of feature, is offered without comment:

How I Raised My Pig

Lester James Page, Aged 19 McHenry County

When the Pig Club was first proposed I did not take much interest in it as I never was fond of pigs. But I was willing to try anything once; so I entered my name as a member. From the time I received my pig my ideas changed, as I found even pigs could be made into pets with the right kind of treatment.

My choice of pigs was a Duroc sow. She weighed 62 pounds and was 3 months old when the feeding record started. From then on she gained steadily in weight. In the warm summer months I dug a wallow and kept it filled with water to keep her cool and comfortable.

I fenced her off from the ordinary run of pigs and gave her the best of feeds, housing and bedding, for I wanted her to grow. Every week or so I would take a can of oil and a brush and give her a good bath in oil, brushing her coat well after the application. She enjoyed it as much as I did applying it, and would rub up against me and hold her nose to be brushed too. During the early months before the corn I fed her the garbage from the house, and green stuffs from the garden besides her regular ration of mill feeds.

The days passed, and my pig grew from a small 62-pound pig to a 217-pound hog in what seemed no time to me. Then I had plenty of hard corn to feed her but I fed her this in small amounts, and kept her on the mill and pig feeds just the same for she was supposed to grow, not fatten up. Well, the day of the sale is growing nearer and it all depends on the price of hogs whether she comes back again to live with me or whether she goes with some one else. At any rate I'm fully convinced pigs are not such plain ordinary dumb animals after all, if treated right, and next year my name goes down as a Pig Club Member again.

Seasons, Holidays, Anniversaries

Seasons of the year, holidays and anniversaries, birthdays of great men, recreations, pastimes, and picturesque gatherings, often furnish just the hub of interest necessary for a story. The writer has a subject fashioned to fit his hand; his task of elaborating the material is relatively easy.

Two stories are submitted to illustrate the selection and treatment of such feature stuff.

The first is an account of the first Thanksgiving at Plymouth, as a correspondent on the scene might have written and dispatched it had he been present on that occasion. The facts are taken from a description of the first harvest celebrated by the Puritans. This modern version was published on Thanksgiving morning, and fitted into the mood of the holiday. It follows:

> PLYMOUTH COLONY, Oct. 25, 1621 — The first bountiful harvest gathered by Plymouth colony since its settlement was celebrated here today by feasting and thanksgiving. The festival was observed by the fifty-three residents of the town and by ninety Indians, headed by Chief Massasoit, who came as the colonists' guest to renew a pledge of friendship. The ceremonies started early this morning with the smoking of the pipe of peace, after which the feast began. Four men went into the woods and brought back enough wild fowl and venison to last an entire week. The good women of Plymouth have spent many hours in baking and preparing food for the barbecue which is expected to last all day.
>
> The celebration marked the close of the Puritans' first year in America. Since landing at the great rock last December more than half of the population of the settlement have died from starvation and exposure, or have been

killed by unfriendly Indians. Crops were planted and cultivated under adverse conditions. For a time it was thought that the colonists could not survive the winter.

The success of today's Thanksgiving celebration may mean that it will be proclaimed an annual event by Governor William Bradford.

— *The Daily Illini* (University of Illinois)

The second is a conventional Autumn story, given unconventional feature treatment and a novel twist. It is in the form of a playlet, presented in all its brilliant colorings. The picture of two little girls fondling a pet squirrel heightens the effectiveness of the description. The story:

AUTUMN IN LOUISVILLE

(A Symphony in One Act)

Place — Louisville.

Time — The Present.

Dramatis Personae

Leaves. — Millions of them — red, brown, yellow, crimson, scarlet and golden as the sunset on a summer's day; clinging to trees in glorious color combinations that make the rainbow insipid in comparison; swirling through the air in great multicolored clouds; knee-deep in the park foot-paths, giving forth fragrant odor and friendly crunchy sounds as pedestrians walk through them.

Squirrels. — Dressed in their heavy coats of gray; most active residents of all Louisville as they jump from tree to tree, garnering their winter store of nuts to ward off famine in the long winter; always active, yet with time enough to stop and freely jabber thanks to friendly persons making overtures with peanuts.

The Children. — Have you seen them? Go out to a park today and watch them as they

play. Little does the High Cost of Living and the coal shortage mean to them as, ringlets flying and cheeks aglow, they run and dance and leap and sing. Warmly bundled up in new brown coats, with new brown shoes and saucy hats a-tilt, they're happy and are living life completely, a thing that elders well might emulate. Let's repeat, they're happy even though the world is sad. The time may come when they, too, will know care but, now, they're happy.

This is the autumnal mystery play, of song and laughter, jest and fun, a symphony of color and sound — and the twilight of winter is

THE CURTAIN

— Louisville *Courier-Journal.*

READING

No writer may hope to be a successful producer of feature "hunches" unless he acquaint himself with the thoughts of other men as presented in books, magazines, newspapers, and periodicals. These represent his working capital.

Thoughtful reading enriches the reporter's mind, brings an understanding of life, sharpens the dull nub of his pen. He must fall back on facts stored within book covers, adding them to his own small kit of impressions, if he would write worth-while stories.

As he delves into the lore of the past the writer is able to gather material for many an interesting narrative. Occasionally some small news story about a person, place or anniversary of historic interest will form the basis for an interesting feature story which has the added quality of timeliness, if printed while the news story is fresh in the minds of its readers.

This is well illustrated in the following feature story based on the announcement of the merger of two banks, one of

which had been founded by Aaron Burr and the other by Alexander Hamilton. This story was sent out by the Associated Press in its mail service, but many large newspapers all over the country had similar features by members of their own staffs based solely upon the brief news story which first appeared.

[By the Associated Press.]

NEW YORK. — Recollections of the political feud which resulted in the duel between Alexander Hamilton and Aaron Burr at Weehawken, N. J., in 1804, have been revived here by the merger of the Manhattan Company and the Merchants National banks, two of the oldest financial institutions in New York.

For more than 115 years the two establishments have dwelt side by side at 40 and 42 Wall street, and in 1882 they united in the construction of the new building which they have occupied jointly ever since. In the union of these once rival institutions the metropolis loses probably the last tangible trace of the most famous of early American antagonisms. Although the banks themselves have long since "buried the hatchet," there was a time when they were neighbors in name only — when the mere suggestion of their getting together would have been dismissed as unthinkable.

Burr was elected to the New York legislature in 1797, when the state and city were controlled by Hamilton as the leader of the Federalists. Hamilton had helped to establish in New York a branch of the Bank of the United States. This was then the only banking institution in New York city. The institution was controlled, so the Republicans led by Burr alleged, by the Federalists, who were charged with using their financial powers for the furtherance of the Federalist cause.

The political ambitions of the "little in-

triguer" at Albany caused him to desire to break through the banking ring which barred all anti-Federalist banks from New York, and his opportunity came in 1799. In that year he introduced a bill in the legislature which authorized the granting of a charter to a company which was ostensibly to be formed for the purpose of improving the water supply of New York city. The city, then with a population of 50,000, had just passed through a severe epidemic and Burr's project quickly met with popular approval. The real object of the Manhattan company was to supply Republicans with the sinews of war.

Republican merchants, it was said, were discriminated against by the Federalist bank, whereas their Federalist competitors were freely accommodated when they sought funds to carry on their business. The adroitness which Burr employed to obtain a charter was emphasized by the fact that the Federalists had a majority in the legislature. Hence the omission of the word bank from the Manhattan company.

The petition for the proposed "water works" company stated that as it was not known how much capital would be required, the projectors did not want to risk failure by a deficiency of capital and, therefore, asked authority to raise $2,000,000. Inserted in the charter was a provision of Burr's that "the surplus capital may be employed in any way not inconsistent with the laws or the constitution of the United States or of the state of New York."

The senate and house passed the bill expeditiously, few members even taking the time to read it, and none except those who were in the secret suspecting its real purpose. Burr's manipulation of this affair won him the favor of a few Republican leaders but cost him his former prestige, "the people at that time having a chronic prejudice against banks." Four years later, however, Hamilton, unwilling to yield the

slightest degree to his opponent, organized the Merchants National, which opened for business next door to the Burr institution.

The Manhattan company's actual achievement in the water works field consisted of the sinking of a well 25 feet in diameter in what is now downtown New York. The water was pumped to a nearby reservoir and thence distributed through wooden pipes to a few consumers. The dams and other projects provided in the charter were never constructed. Occasionally excavators in lower Manhattan have dug up pieces of hollowed-out logs, mementoes of a generation long past.

Often the study of books may develop ideas for a readable paragraph or two. Here is a little of the history of a word, which may suggest similar topics:

ADVENTURES AMONG WORDS

The First Sandwich

Who knows how the sandwich you find in your lunch every day got its name? It happened years ago in England. A man lived there who was called the Earl of Sandwich. That was his real name and he was such a very busy man that he did not always have time to go home to dinner so he took a little luncheon with him. To save space and make things easier to carry he tried putting his meat between two slices of bread and he found he liked it so well that way that he told all of his friends about his little scheme. By and by many others tried his way and the slices of bread and meat became known as a sandwich, just because the first man who thought of eating his luncheon that way was named the Earl of Sandwich.

— *The Advocate*, Lincoln (Neb.) High School.

A literary classic, assigned for class reading, may be made the basis of an interesting feature. For example, students were studying "Silas Marner," and the teacher asked them to write a story of the robbery just as a reporter on the spot might have written it for a newspaper. This is the result:

THIEF STEALS GOLD FROM SILAS MARNER

Home of Linen Weaver Boldly Entered and Large Sum Taken—Robber Unknown

RAVELOE, WARWICKSHIRE, Nov. 3.—When Silas Marner, the linen weaver, who lives alone at the Stone Pits, one mile east of this village, returned last night from an errand, shortly after dark, he found that his house had been entered and 272 pounds of gold taken.

As soon as Marner discovered that his money was gone, he reported the loss at "The Rainbow," and Mr. Dowlas and Mr. Crackenthorpe, as deputies, went to the scene of the robbery. They examined the house and surroundings, but the heavy rain made tracking the thief impossible.

Marner kept his money, the savings of fifteen years, in two leather bags under the bricks near his loom. The loss has almost crazed him.

— *The Clintonian*, Clinton High School, Columbus, Ohio.

Still another example, directly traceable to biographical data collected in the library, may be offered in the hope it may open up similar paths of investigation. The story appeared under the caption "Little Stories in American Letters," in the Columbus, Ohio, *Dispatch*, and is one of a series of twenty-four articles. The one under consideration is built

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around that classic of childhood, "The Night Before Christmas." It follows:

> That poem beginning " 'Twas the night before Christmas," which we have all been again reciting — how many of us know that it was written by a professor in a theological seminary? It doesn't sound like the production of such a man, but Clement C. Moore was just that. Precisely when it was written is not known, but it appears in a collection of his verse published in 1844, when he was 65 years of age. In the preface, Dr. Moore says that he does not pay his readers "so ill a compliment as to offer the contents of this volume to their view as the mere amusements of my idle hours; effusions thrown off without care or meditation, as though the refuse of my thoughts were good enough for them. On the contrary, some of the pieces have cost me much time and thought; and I have composed them all as carefully and correctly as I could."
>
> The longest of these poems is entitled "A Trip to Saratoga," a pleasant and sentimental account of a family journey. Others are very agreeable vers de societe, commonly associated with some amusing theme. But all of them have been forgotten save the one he called "A Visit from St. Nicholas," beginning with the couplet that everybody knows:
>
> " 'Twas the night before Christmas, and all through the house
> Not a creature was stirring, not even a mouse."
>
> Into that poem Dr. Moore put all the details of the old Dutch legend about the coming of St. Nicholas in his sleigh drawn by eight tiny reindeer. Saratoga and all its fashion have passed into the limbo of things that were, but St. Nicholas' visit is a perennial occurrence, as interesting today as it was when described. Never has the story of it been so well told, and

it would be a sacrilege now to attempt to improve it. Because of this excellence and the continuing human interest in the thing described, Dr. Moore has his finest monument and his admission to enduring fame.

Dr. Moore was born in New York in 1779. The fathers of the Republic were all then alive. The Revolution was at its height. His father, a bishop of the Protestant Episcopal church, sent him to Columbia where he graduated in 1798. He studied Hebrew and published a Hebrew-English lexicon in 1809 — the first produced in this country. In 1821 he became professor of Biblical learning and the interpretation of the Scriptures in the General Theological Seminary of the Episcopal church, his chair subsequently being called that of Hebrew and Greek literature. From his family inheritance he made a most important gift to the seminary of the tract of land in the city of New York on which it is located, lying between Ninth and Tenth avenues and Twentieth and Twenty-first streets, with the water right on the Hudson river.

For his scholarship and his benevolence he must still be highly esteemed by the few. But it is only for one poem that he is loved by the many. That is the "Visit from St. Nicholas." But that is enough. Who would not be proud to have written a poem that is read by or recited to millions of expectant children every year, always with present pleasure? The poem is only a by-product — such a performance as has often won fame which was vainly sought through arduous and faithfully performed duties in a regular calling.

We must be glad, too, to know that, though the legend comes to us from Holland, the poem itself is American — written by an American and dedicated to the children of this country.

A Word as to Workmanship. — "How, then, does one write a feature story?" asks the young reporter. The answer is "Just write it." Better still, let it write itself, for the feature need not conform to any of the accepted rules for news writing in so far as structure is concerned.

One need not worry about summing up the whole story in the lead. The "punch" can come anywhere in the story. It is the feature writer's business to entertain the reader, rather than to assist him in keeping abreast of a swift-moving world. But although the rules of structure which govern the news story exert little authority over the feature, the rules of ethics cover both equally.

Truth, the vital spark of news, must be found in the feature story. Fan this spark with *imagination*, that invigorating quality which breathes interest into the commonplace word and the threadbare situation. If this flame is fed with the fuel of *personality* until the reader is conscious not so much of what is said, but of how it is said, then one has written a feature story.

Human-interest Stories. — In the foregoing discussion, feature stories that describe *things* have been presented; we now are ready to examine a few narratives in which *people* and their experiences furnish the subject matter. This type of story possesses the quality of human-interest, a characteristic hard to define and yet as potent in creating and holding a reader's attention as the bewildering play of light on a precious stone.

The range of subjects for such human-interest stories is almost endless. Children, pranks of animals, strange occurrences, mishaps of the human family, hazardous adventures, appear in many guises to captivate the reader.

"The Most Interesting Man I Know." — "Every man is a volume, if you know how to read him," once remarked a philosopher. Never has man been so energetic and so

startlingly original as he is to-day. He is behind every invention, every institution, every domestic scene. Of all things in the world, the scroll which contains the deeds, exploits, thoughts, and adventures of men and women is by all odds the most alive with human-interest.

A class in feature writing at the University of Illinois was assigned the topic "The Most Interesting Man I Know." Many entertaining stories were submitted, among them this sketch of Robert C. Zuppke, diminutive coach of the eleven that won the western conference football championship in 1919. The author, Carleton Healy, combined close observation with the estimates furnished by Mrs. Zuppke and close acquaintances, and the result is a happy blending of portraiture and interpretation. Read it:

"Good Mo-o-o-rning Mister Zup, Zup, Zup!"

Thus sings the University of Illinois football fan when he goes down to the railway station to meet his team on its return from expeditions to other universities of the Middle Western Conference. And now that Illinois has gained another Big Ten championship all eyes are turned toward Zuppke, Mr. Robert Carl Zuppke, to be exact, who has coached the Orange and Blue elevens since 1913.

A funny fellow, Zup — a queer combination of athlete, scholar, and aesthete. He has earned celebrity not only as a football coach but as a painter of out-of-door scenes. Can you beat it? He has shown two pictures in the Chicago Artists' exhibit and both of them won favorable comment from art critics. One was a landscape, Sand Dunes, and the other, Solitude, was a marine scene. He is also devoted to history and psychology. A Barnard statue of Zup would perhaps show him in a much bedaubed artist's smock, a huge volume of psychology under one arm and a copy of the football rules under the other. An academic mortarboard set slantwise on his sandy head and a golf bag filled with mashies in the foreground would complete a faithful portrayal of the real Zuppke.

Since Zuppke gave up his position as a high school history instructor in Oak Park, a suburb of Chicago, he has made a better record as a football coach than any other man in the Big Ten. His teams won the championships in 1914, 1918, 1919, and tied with Minnesota for the laurels in 1915. Out of thirty-six Conference games played his teams have won twenty-four, lost seven, and tied five. The schedule through which his machine fought its way for the 1919 championship was the hardest program any western football team ever faced. In the Conference meeting at which the 1919 football schedule was arranged, Zuppke accepted seven hard battles for his team. Other coaches declared that he didn't know what he was doing, and some of them expected him to ask for a revision as soon as he realized the enormousness of his task. But Zup stated that he was willing to meet any team at any time under any conditions, and with that he gently closed the door and walked out.

An analysis of Zuppke's football methods reveals almost as many different phases as does the personality of the little blond mentor himself. He is at once temperamental, energetic, and dauntless. His imagination is so vivid that in devising plays he not only can visualize his own team in action on offense but he can also see at a glance the logical tactics of his opponents' defense. The end of a season finds him completely fatigued, for during the fall Zuppke gives every ounce of his energy and every atom of his intellect to the game. On the field he is dynamic, and drastic — a veritable Napoleon of the gridiron. He is aggressive and emphatic — sometimes impatient. Yet he maintains the respect of every man of his squad.

He is never beaten, this Zuppke fellow. He plays every game as it comes, and doesn't spend the entire season in preparation for one particular contest.

"If we develop the right kind of offense and defense and have the right spirit, the games will take care of themselves," is a characteristic maxim from his professional creed. When his team loses he is never discouraged. He sets his organization at work more strenuously than ever for the succeeding struggles.

When Zuppke was an undergraduate at the University of Wis-

consin he specialized in the study of psychology, and he has been specializing in it ever since. Psychology is now the most formidable bulwark in his equipment as a coach. He makes an individual study of each man. He knows how each man will react to correction and suggestion. He knows how to cure individual men of dangerous confidence. He knows how to bolster up the man who lacks confidence. Before a game, when he calls the team together, he knows just what atmosphere he wants to develop. Sometimes he makes 'em fightin' mad; sometimes he reminds them of their solemn responsibilities as representatives of a great university. His dressing-room orations are masterpieces.

The Illinois football machine is not the sort of combination in which the individuality of a player is completely suppressed. The team is a closely compacted group of individuals, whose respective temperaments and personalities have been thoroughly inventoried by Zuppke and by him directed to the best advantage.

"Our minds are not as efficient as our bodies, and probably never will be," said Zup at a banquet not long ago. "There is in each of us a trace of the animal. The best we can do is to control that phase of our make-up as much as we can and make use of it."

His first championship team was a galaxy of stars — Chapman, Shobinger, Pogue, Clark, Rue. His 1919 team was just a team, and there was not a star on it.

On the practice field he is unconsciously a distinctive figure, this gaunt little tousle-headed bundle of energy, hid in a big sheepskin coat that covers him from his shoe tops to his grin. Now he leans forward, his chin shot forward, as he stares at the backfield shifting for a practice attack. Now he is down on his heels, watching the line. And when he sees something he doesn't like then Zup talks, and there's no question about what he means. For he uses direct, incisive language, embellished only by an occasional picturesque expletive.

Is Zuppke really superstitious? Here are some of the things he does. When the team plays on Illinois Field he always follows the same walk from his home to the gymnasium. Once he tried another street and the game that afternoon was a tie. He

occupies the same place on the bench throughout the first half. If his team is ahead he takes the same seat for the second half. If his team is behind he changes. Year after year he stops at the same hotels, as long as team is winning. He always delegates the same man from his squad to assist the head linesman. And he always wears rubbers during games — perhaps Mrs. Zuppke insists on it. But once those rubbers wouldn't stay on Zup's new shoes, so he kicked 'em off. The Illinois team failed to get ahead during three quarters of that game, so Zuppke called for Matt Bullock, trainer, and soon the galoshes were securely fastened to Zup's shoes with adhesive tape. Needless to say the game ended satisfactorily for Zuppke. And so, by a multitude of similar practices, he throws salt over his shoulder into the eye of the jinx.

"What about next year?" someone asked Zuppke after his team had won the 1919 Conference championship.

"I'm not worrying about that yet. I'm going home and paint."

The Unkindest Sting of All. — Laughter evoked by the luckless plight of a man trying his best to be serious, shakes down the cob webs in many a dreary house. The story that is rewarded by a smile or a chuckle is known in newspaper offices as a "bell-ringer." There are all too few of these mirth-provokers. The fashioning of them, in order to bring out the full ludicrous slant of the situation, is no mean accomplishment. It requires a sense of humor, and a certain dexterity in supplying comic by-play. Note this jolly story:

> Now, if you had taken a wee, toddling infant bee to your bosom, carefully raised and educated him in all the social proprieties of polite beedom, cautioned him time and time again that only rude and uncouth bees used stingers, taught him to say his prayers, use his toothbrush and keep the back of his neck clean, how would you feel toward him, if on the first occasion that you called upon him to display his accomplishments, he should hear the call of the wild and revert to type, as it were?

Such was the distressing experience of E. R. Root, the bee culturist, who placed Medina county on the map, before students in the winter agricultural class at the Ohio State university on Friday afternoon. Mr. Root was scheduled for a lecture on "Bee Keeping on the Farm," and to give color to the lecture, brought a box full of his pets with him. He released swarms of them from time to time, expatiating on their perfect behavior and the remarkable results that kindness and mutual understanding can accomplish with the irritable little honey gatherers.

The allurements of a big city were too much for the bees, however. Generally they were well behaved, but occasionally one or two went on the rampage, as signalled by the scattered "ouches" heard about the auditorium. Mr. Root was so interested that he failed to note the growing mutiny in his herd, flock or swarm, whatever a bee congregation is called.

"Gentlemen, I will show how affectionate this little trained bee is. Notice I picked him at random. He is not a denatured bee," and suiting the action to the word, Mr. Root placed the fluttering insect on his lips. "The Kiss of Cleopatra" he muttered, while a smile of satisfaction lighted up his face; then, "Judas Priest," in more vehement tones, while he wildly fanned the region beneath his nose.

It was a triumph of osculation. Even Theda Bara could do no better. The lip swelled with pride at the part it played and it swelled and swelled. Further eulogy on kissing bees became difficult and painful. A reporter from the *Lantern*, the varsity daily, hurried forward to count the casualties, and inadvertently exposed himself to a flanking movement that made a retreat necessary. Only half of the audience passed through the doors, the rest finding quicker means of exit.

— Columbus (O.) *Evening Dispatch*

The Call of the Light. — By way of contrast, the accompanying story, touched with sorrow and loss, and told with fine repression, is worthy of keen analysis on the part of the young writer. There is no over-reaching desire to bring tears, or to linger on the grief of the mother; this is but a simple etching of humble folk and of a child who answered the call of the light.

[By the Associated Press.]

NEW YORK, Aug. 26.— Baby Franz Sches, aboard an Atlantic liner, was to have arrived in the United States, the land of promise, today. To their steerage companions his parents told of their ambitions centered in the boy and the wonderful future dreamed of for him. Two days out from the Statue of Liberty the boy sickened. Early today the ship's surgeon carefully examined the boy and gave a hopeless negative to the mother's entreaty.

"But he must live to see America," cried the father. "It is for that we came." Again the surgeon shook his head.

Just then a light twinkled like a firefly on the horizon. Some one shouted that it was the Fire Island light, the first signal of the new country.

With the gasping baby in his arms, the father went on deck. He held little Franz aloft and the child's drooping eyelids lifted for a moment at sight of the far-off beacon. Then they closed forever.

Santa Claus Charters Fast Train. — Of all the merrymaking holidays of the year none is so touched with human-interest as Christmas. It is more than a gift day. It reawakens slumbering feelings, mellows the hearts of youngster and oldster, starts a current of good-fellowship and helpful service. The accompanying story on how the employees of the Illinois Central railroad raised a fund to provide a happy Christmas for a bedridden invalid girl glows with the spirit

of the Yuletide. The story was printed in a score of metropolitan papers and was carried by the press associations, a proof of its wide appeal. Read it:

> Champaign, Ill., Dec. 25.—Santa Claus chartered two of the Illinois Central's fastest trains today, and brought them to an abrupt halt before a lonely little farm house near the village of LaClede, in Effingham county, while delegations of Illinois Central trainmen carried their gifts into the home of Lottie Sprouse, an 18-year-old invalid.
>
> For six years Lottie had carried on a "romance" with trainmen, although her identity was unknown to them until a few months ago. When 12 years old the girl was stricken with infantile paralysis and made helpless. Her father met with financial reverses, and the child could not be treated.
>
> From a cot near a window in her home, six years ago, Lottie began waving at trainmen as they whisked by. During the past two years she has not missed waving at a single train, even signaling those at night with a lighted match. Crews considered it a duty to "wave at the arm in the window." Recently the trainmen investigated and found the girl helpless, with her parents unable to assist her.
>
> Over the Illinois division the trainmen passed the word, and a fund was subscribed. Two committees were named, one from Champaign, the other from Centralia.
>
> Shortly after 2 o'clock the train she had waved at for six years stopped 100 yards from her window. While she couldn't see the delegation of trainmen, they unloaded from the baggage car a big wheel chair, a wonderful robe, a thick blanket, house slippers, and a number of other gifts. Lottie had hardly begun to count her blessings when another train, bound from the south, stopped, and another delegation,

> the one from Centralia, came with a fund raised by the trainmen so that she may receive medical attention. When Lottie, her face wreathed with smiles, sat in her wheel chair today, it was the first time she had left her cot in six years.
>
> — The Omaha *Bee*

Her Majesty, the Cat. — Of all stories, however, that attract men, women, and children, irrespective of where they live or what they do, none is quite so absorbing as the account of animal life and adventures. Perhaps horses and dogs have traits so nearly human as to draw out our sympathy and laughter; at any rate we eagerly listen to tales about them. The following story of a cat, given the right of way in a crowded city street, not only illustrates the quality of human-interest, but also exhibits its rare power to make all the world kin.

> When traffic was at its height on one of New York's busiest thoroughfares recently, and a long line of trucks on either side, moving continuously, made crossing difficult for foot-travelers, a cat emerged from a produce store with a kitten dangling from her mouth, and essayed to cross the street. Each time she started she had to turn back because of a truck, and her efforts quickly attracted a crowd.
>
> Down from the corner came a policeman. He soon saw what was the matter, and, while there was nothing in the traffic regulations to cover the point, it took him only a moment to decide what to do.
>
> Going into the street, he raised his hands in the way that truckmen have learned means "Stop." They stopped. The cat, seeing her opportunity, took a firmer hold on the nape of her progeny, and then, holding it high to keep even its curved tail out of the mud, she slowly and deliberately picked her way across and disappeared in a cellar. — *Our Dumb Animals.*

Stop, Look, Listen! — Young writers sometimes offend in allowing their imagination to run wild. If they lack sufficient facts to construct a story, they do not scruple to include a host of fanciful details. They invent dialogue, insert stirring details, and so twist the tale that it lacks sincerity and sounds like fiction.

To write a human-interest story, the reporter needs ready command of words, freshness of vocabulary, and nice regard for truth. He should repress gaudiness and "tearful" sentiment. If his story is genuine, it will win its reward. It is not necessary to say that it is funny or sad.

Look for human-interest everywhere — in the park, on the street, in the street car, among one's companions, in the school yard, along the roads. Include real names in the story and a localized setting easily recognized; utilize actual conversation and description; and above all else stop at the climax.

Special Columns and Articles. — Contributions written by men who have made a notable success in some business and profession add variety to the newspaper's offerings. Let these men write, under their own signatures. Usually fathers and board members may be prevailed upon to set down their views on some striking aspect of current news.

Teachers, also, may have places reserved in the newspaper wherein they may speak to the entire school. Perhaps once a month different departments of school work may be described in special feature stories. The work of the boys in manual training, a review of the football season, a science page, an alumni edition, a senior "Who's Who?" supplement, are pertinent suggestions for the making of such special feature numbers.

EXERCISES AND ASSIGNMENTS

I

1. If you had been a reporter stationed in Fredericktown, Maryland, on the day General Stonewall Jackson and his troops marched through the town, how would you have written the incident based on the General's encounter with Barbara Frietchie? John Greenleaf Whittier put the incident into verse (see the accompanying lines). Suppose you try your hand in putting it into prose, keeping the facts as they are.

BARBARA FRIETCHIE

Up from the meadows, rich with corn,
Clear in the cool September morn,

The clustering spires of Frederick stand,
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as a garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall,
When Lee marched over the mountain-wall—

Over the mountains, winding down,
Horse and foot into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind; the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her four-score years and ten;

Bravest of all in Fredericktown,
She took up the flag the men hauled down;

In her attic window the flag she set,
To show that one heart was loyal yet,

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat, left and right,
He glanced — the old flag met his sight;

"Halt!" — the dust-brown ranks stood fast.
"Fire!" out blazed the rifle blast;

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick as it fell from the broken staff
Dame Barbara snatched at the silken scarf;

She leaned far out on the window sill
And shook it forth with a royal will;

"Shoot, if you must, this old, gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The noble nature within him stirred
To life at that woman's deed and word:

"Who touches a hair of yon gray head
Dies like a dog! March on!" he said.

All day long through Frederick street
Sounded the tread of marching feet;

All day long that free flag tossed
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps, sunset light
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,
And the rebel rides on his raids no more.

Honor to her! and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and union, wave!

Peace, and order, and beauty, draw
Round thy symbols of light and law;

And ever the stars above look down
On thy stars below in Fredericktown.

— JOHN GREENLEAF WHITTIER.

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2. Write a short human-interest story about a dog, cat, squirrel, horse, a household pet. Use the animal's name and inject as much local color as you can. The incident must be noteworthy to secure place in a newspaper.

3. In your town there is many a quaint peddler, peanut-man, store-keeper, who await your coming. Talk to him intimately, and draw out his story. Quote him directly, and bring in some of his mannerisms. Do not forget to describe him.

4. Here is an account of the burial of George Washington, first president of the United States, as published more than one hundred years ago in the *Ulster County Gazette*. If you had been a reporter on the spot how would your have written this human-interest story? Use the facts in this story as a basis for your description of the funeral. Possibly it may seem fitting to include some biographical details concerning Washington. The account:

WASHINGTON ENTOMBED.

Georgetown, Dec. 20. — On Wednesday last, the mortal part of WASHINGTON the Great — the Father of his Country and the Friend of man, was consigned to the tomb, with solemn honors and funeral pomp.

A Multitude of persons assembled from many miles around, at Mount Vernon, the choice abode and last residence of the illustrious

chief. There were the groves — the spacious avenues, the beautiful and sublime scenes, the noble mansion — but alas! the august inhabitant was now no more. That great soul was gone. His mortal part was there indeed; but ah! how affecting? how awful the spectacle of such worth and greatness and thus, to mortal eyes, fallen! — Yes, fallen! fallen!

In the long and lofty portico, where the Hero walked in all of his glory, now but the enshrouded corpse. The countenance, still composed and serene, seemed to depress the dignity of the spirit, which late'y dwelt in the lifeless form! There those who paid the last sad honors to the benefactor of his country took an impressive — a farewell view.

On the Ornament at the head of the coffin was inscribed *SURGE AD JUDICIUM* — about the middle of the coffin *GLORIA DEO* and on the silver plate,

GENERAL
GEORGE WASHINGTON
Departed this life on the 14th December
1799, AEt. 68

Between three and four o'clock, the sound of artillery from a vessel in the river firing guns, awoke afresh solemn sorrow — the corpse was removed — a band of music with mournful melody melted the soul into all the tendencies of woe.

The procession was formed in the following order:
Cavalry
Infantry
Guard With arms reversed.
Music
Clergy
The General's horse with his saddle, holsters and pistols.
Cols. Sims, Ramsay, Payne, pallbearers.
CORPSE
Cols. Gilpin, Marsteller, Little, pallbearers.
Mourners
Masonic Brethren
Citizens.

When the procession had arrived at the bottom of the elevated lawn on the bank of the Potomac where the family vault is placed the cavalry halted, the infantry marched towards the Mount and formed their lines — the Clergy, the Masonic Brothers, and the citizens, de-

scended to the vault and the funeral service of the Church was performed. — The firing was repeated from the vessel in the river and the sounds echoed from the woods and hills around.

Three general discharges by the infantry — the cavalry and 11 pieces of artillery which lined the banks of the Potomac back of the Vault, paid the last tribute to the entombed Commander in Chief of the Armies of the United States and to the departed Hero.

The sun was now setting. Alas! — The SON OF GLORY, was set forever. No — the name of WASHINGTON — the American President and General — will triumph over DEATH! The unclouded brightness of his Glory will illuminate the future ages!

5. Choose a passage from some book and make a brief news-story from it. The following have good scenes for such treatment: *Ivanhoe*, *Robinson Crusoe*, *David Copperfield*, *The Prairie*, *Macbeth*, *Hamlet*, *Merchant of Venice*, *Vicar of Wakefield*, *Treasure Island*, *Kidnapped*, *Spectator Papers*.

6. Here are some headlines which suggest good human-interest stories. Use them as a basis for brief accounts, or let the teacher clip others from the newspaper.

a. MAN IN BLAZING BED HAS NARROW ESCAPE
Firemen Called to East University Avenue, Where Occupant of Room Apparently Slept with Cigar.

b. EVICTED FAMILY GIVEN $105 BY KINDLY READERS
Silver Lining Becomes Visible in Mrs. Couch's Cloud of Poverty

c. JUST A HOMELY CUR DOG
But a Boy's Heart Ached When Somebody Poisoned Buster and Motherless Cal Ostby Put Up a Board Monument and Carved Some Verses on It in Tribute to His Friend.

d. DIDN'T EVEN LOSE VOICE
Texan Wakes to Find Woman Burglar in Room — He Yells and She Flees

e. FINDS $150 GEM IN TURKEY'S CROP
F. J. Hardy is Now Glad He Clung to Custom and Didn't Buy Goose

f. FORCE TYPIST'S CONFESSION BY SHOWER FROM RICE BAG
Miss Flossie Mildred Oliver Admits "Him" With a Smile and a Blush

g. GRADUATING BOY NEVER ABSENT
Thomas N. Crompton Is Tardy Only Once in Eight Years; Clock Wrong

h. PUPILS MARCH FROM SCHOOL IN SOUTH SIDE FIRE
Two Hundred Children at the Ray Branch Walk to Safety as Shop Burns; Blaze Near Hotel.

i. GARB FRESHIES IN CHILDHOOD FROCKS
First Year Students at College Mildly "Hazed" by Upper Classwomen.

7. Write a story about the coldest day of winter, and print it on a hot day in May or June, or reverse the process. Bring in some ludicrous contrasts. On a cold day in winter, a reporter might compile some interesting human-interest interviews on "When were you the hottest?"

8. Perhaps someone known to the class owns a goat. Where do goats come from; what do they cost to raise, and what are some of their peculiar traits? Be specific; relate a real incident.

9. Let the paper offer a prize for the best garden made by pupils, or better still, give a $5 goldpiece for the best letter from an amateur gardener who considers his garden a success. Print a special column on school gardens. Bulletins may be secured from the Department of Agriculture, Washington, D. C.

10. A series of human-interest tales may be written on "Hazardous Vocations." These may include the experiences of the town steeple-jack, structural-iron workers, painters, roofers, machinists, soldiers.

11. Under a heading "Acorns: The Beginnings of Things," little stories may be run from week to week. These may include such topics as the evolution of the printing press, the telephone, wireless telegraphy, the automobile, the sleeping-car, and the like. Consult books of reference.

12. A series of interesting human-interest paragraphs may be prepared on "Famous Heroes," one to run every week under a standing box-head. For instance, biographies may be written of Leonidas, William Wallace, Kossuth, Garibaldi, Pershing, Foch, Joffre, and those in the common walks of life who have been

awarded Carnegie medals. Sketches may also be written about explorers, inventors, scientists, missionaries, artists, architects, authors, martyrs, and the like.

13. A noted editorial writer, who happened to be a lover of birds, wrote a series of short articles about the familiar birds he encountered on his walks. He combined his observations with facts gleaned from books, and the articles were eagerly read. Try a bird series, one account of a particular bird, appearing every week under the caption "Feathered Friends."

14. What would you do if your home caught fire? Interview a few firemen and write a story on some of the strange things people do in such an emergency.

15. An interesting series of stories may be written under the general title "If I were President of the United States." Interview some of the pupils, or better still ask them to write briefly their ideas on such a theme.

16. A series of brief feature stories may be built around such subjects as these: "Famous Hymn Writers," "Decisive Battles of the European War," "Distinguished Alumni," "The Funniest Story I Ever Heard," "Little Stories of Science," "Famous Gridiron Plays," "What's in a Name?" "Our Own Stamp Album," "The Romance of the Dinner Table," "Bright Sayings of the Children."

17. Watch a newsboy and then write a story on how he sells papers, particularly "extras." Get his name, how long he works, how many papers he sells in a day, and any other facts sure to make interesting reading.

18. Interview your father, the principal, the janitor, a neighbor on how they earned their first dollar. A picture of a dollar printed in connection with the story will give it a novel setting.

19. "Curbstone Sketches" is a good title for stories dealing with the observations of an alert reporter. Print one a week and encourage reporters to look for human-interest copy on their way to and from school.

20. "Why I Don't Want my Boy to be a Banker" may be the title of a short article written by a father for publication in

the school paper. Other vocations may be included. A series may also be run on "Great Vocations."

21. A fine human-interest story of a Memorial Day parade started with "And, Oh, how their feet ached," referring to the Civil War veterans as they marched down a hot city street. Interview an old soldier about the privations of war; let him tell a personal experience of battle or prison.

II

22. Analyze and criticize this exciting story of a whale hunt. How has the writer secured his effects? Do you think the opening paragraph is as good as it might be? Is interest sustained until the end? Using the facts here outlined write a story of your own, not exceeding 200 words.

TOWED BY A WHALE OFF BLOCK ISLAND

Two Pilots Tell of Being Swished All Over Ocean

Cal Rose Makes Rescue with Trusty Gun — Mammal Escapes and is found Stranded Next Morning at Horse Neck Beach — Boards of Health Busy.

Far out on the bounding, billowy main,
Where happiest thoughts have freest rein,
Where the only things that greet the eye
Are the changing moods of sea and sky;
Where the fading shores are left behind
And a restful peace relieves the mind,
You lose regard for the truthsome fact
And 'scape the provisions of the Volstead Act.

— *Paeans of the Pilots.*

If you doubt this story then the next time you go down to Block Island ask Sime Dodge, the lighthouse keeper; Gene Littlefield, the storekeeper; Ray Lewis, the hotel keeper, or Wright Dodge, the drug store keeper. See what they say.

It's a long way from Block Island to Horse Neck Beach. In fact one might say after reading this that it's a whale of a distance. Be that as it may, this story begins and ends at Horse Neck Beach. But it's what's in between that makes the real thrill.

'Twas only a few mornings ago when word passed through the narrow street of Westport that there was a whale ashore at Horse Neck. Sure enough 'twas true. A leviathan of the deep was stranded on a sand bar and was as helpless as a wrecked schooner. Crowds gathered to view him, and after a day or two most of those who lingered at all took up their stand to the wind'ard of him.

His presence there caused all sorts of guesses as to how it happened, and it is only now that the real story of his plight comes to be known.

Most everybody who has read of or been to Block Island knows that the island has two full-fledged pilots. Perhaps it would be much better to say that one pilot is an old bird at the game, and that the other is a fledgling.

With summer rates of piloting at $3.50 a foot and with most of the oil tankers drawing 28 feet, it's some price to get a ship. So when the word sounded the other day that the good tanker *Rhododendron* was headin' in from the s'uth'ard and p'intin' about no'theast by no'th, it was a sure sign that she was bound for Providence and of course wanted a pilot.

HERE THEY GO

The two pilots we spoke of were right on their job and the power boat, *Emma B.*, was puffing around the breakwater at the Old Harbor before anybody else knew what was up.

Now the *Emma B.* is a sword-fisherman ordinarily. But when Block Island pilots want to board a vessel, they take the first craft that comes handy, and the *Emma B.* was the first one handy that day. She has a broad beam, the most powerful gas engine on the island or around it and is snub nosed. If she hadn't had this latter feature, the Lord only knows what would have happened.

For her swordfishing business she is fitted with a pulpit which, as the wise ones know, is an iron railing with iron pipe supports fastened to the deck 'way up for'ard. In this space stands the man who throws the iron into the unsuspecting fish who is snuggling along near the surface with his sword sticking out of water.

Usually the line which is fastened to the harpoon has at its other end a wooden keg, and this keg is thrown overboard after the fish is struck. As this keg, like most well-behaved kegs, these Eighteenth Amendment days is empty, or rather is full of air, it makes a drag on the fish

if the iron "takes," and he soon gets tired out and is easily captured, his whereabouts being located by the floating keg.

The *Emma B.* was fitted out a little differently. Since wooden kegs have been pretty scarce lately, her skipper thought that a tin can properly sealed up would do, so he got him a 10-gallon gasoline can and fastened the rope to it with some twisted baled-hay wire.

This new-fangled idea was not known to the two pilots as they started out this day. They saw the harpoon and the coiled rope, and that is as far as they saw. It was a familiar sight to them.

As they got outside the breakwater and headed southeast, the swell was rolling in lazylike and great white combers were fringing the bathing beach and old Clay Head. The *Emma B.* tore along, taking every swell easily, and off there to the so'west the *Rhododendron* was plowing her way through the gray mist that shortened up the horizon distance and made for low visibility.

RUMORS OF WHALES

For two or three days past, the passengers on the steamers running to the Island had told of seeing whales, but as that usually means porpoises, the Islanders, including the pilots, had let the passengers think they had seen whales. It was a good ad for Block Island anyway, and down there the folks have a real community spirit.

Of course, it isn't necessary to explain what a finback whale is. And the readers of this paper are intelligent people who don't have to have a thing charted out to them. So without further ado one may get back to the story by saying that when the *Emma B.* was about a mile and a half out, something stuck out of the water about 300 feet ahead. One of the pilots shouted, "There's a he swordfish." It wasn't. It was the tip of a whale's fin.

Well, anyhow, when you can get, or think you can get, a 500-pound swordfish and an oil tank drawing 28 feet at $3.50 a foot on the same trip, it is some trip. And the other pilot had the same idea. He jumped for the pulpit, grabbed the harpoon and, leaning over the iron rail, hurled the spear-headed iron out into the deep. It went home with a "chug," and then he grabbed for the "keg."

He was too late. That rope stiffened out quicker than a wink and before you could say scat that 10-gallon can with its wire bandages clanked up against the inside of the iron supports and stuck as if it was welded on. The pilot tried to lift it so as to throw it overboard clear of the boat, but say, it held there as tight as if it was being pulled by the new battleship *Tennessee*. A big blue-black mass showed up on

the surface of the water and the pilot shouted to his companion: "Gee-whillikens, we've hit a whale."

Everybody has read in books a hundred times about that dreadful time of suspense when "minutes seemed like hours." This was worse. The seconds seemed like centuries. What would the monster do?

Well, what did he do? He threw in his clutch at high speed and started straight for No Man's Land, 32 miles away to the east'rd. The elder pilot yelled: "Throw over the keg." The other yelled back: "I can't. It's bound tighter 'n a rock." "Then cut the rope," came from the first, and back from the second came: "I can't. It's wire fer 10 feet from the boat." Then they stood and looked at each other with blanched faces, the while the *Emma B.* going east faster then she or any other Block Island boat had ever gone before.

ALL SPEED LIMITS BROKEN

Her engine, which was running fast, couldn't catch up even to make a slack in the rope, and the elder pilot didn't dare stop her for fear she would be pulled under. And away went the whale. Why he didn't sound, nobody knows. The water was like a mess of soapsuds, and as they struck into cross seas the spray drenched both men and threatened to swamp the *Emma B.*

There was nothing to do and they couldn't have done it if there had been. Mr. Whale thrashed his tail out ahead, but kept going on high. At 10:47 he came about and headed for Shark Ledge with the *Emma B.* in tow and ripping right into the swells. Would she stand it? She did and passed Shark Ledge like a flying cloud at 11:02, the old whale still pulling strong and all six cylinders hitting. Some of the folks at Vail cottages swear they saw a waterspout out in that direction, and that it was traveling at least 100 miles an hour. It must have been the *Emma B.*

By this time the *Rhododendron* was nearly out of sight passing in toward P'int Judith, and the fading vision of 28 feet at $3.50 per saddened the mien of the swift-going pilots. At 11:47 they were abreast Southeast light, which was then about three miles off the starboard beam. They were then headed due west. Would Sime Dodge see 'em and give the alarm?

Hoping against hope, hardly able to breathe in the draft of that terrific speed, they wondered what their fate would be when the whale suddenly tacked and headed no'thwest by no'th, straight for Montauk light. In no time they saw the Block Island flounder fleet fishing off the light, and in less time than it takes to tell it the *Emma B.*, like some great gray-shrouded ghost, was swishing by, throwing great showers of spray high into the air.

Right here Mr. Whale made a mistake. He whirled about as if to double on his track. The pilots had a chance to catch their breath, and one of them shouted: "Help, help, we've struck a whale and our keg is stuck in the pulpit."

CAL ROSE BECOMES HERO

Now it so happened that out there in the flounder fleet was Caleb Rose, one of the quickest-witted men on the island. He is also a dead-sure shot and always carries a gun aboard. He sized up the situation as the *Emma B.* swept by and rushed to the cabin. Seizing his trusty gun, which was loaded with triple B's, he jumped out on deck and just as the whale made his whirl took quick aim, fired, and the rope parted in the middle.

The *Emma B.* was under such headway that she went on for half a mile after the rope parted before she could be stopped, while the whole flounder fleet left its fishing and put after her. When they overtook her they clustered around her and hollered all sorts of questions which the pilots after a time answered in part. Cal Rose finally clambered aboard the *Emma B.* and heard the wonderful story. It sure was an affecting scene as the two pilots poured out their thanks to him.

In vain the elder pilot cast his eye over the water for a trace of the *Rhododendron.* She was gone. But what's this he sees on the horizon 'way off to the south'ard? Two rifts of smoke. All the thrill of his past dangers left him and his professional instinct came back strong. "Cal," says he, "yender's two oil tanks. Put us aboard 'em and we'll split the fee," and Caleb Rose, newly made hero of the seas, turns his own boat over to his fishing partner and runs out on the *Emma B.* They soon came up to the two ships, which prove to be the oil tanks *Bothermesum* and *Turmoil* each drawing 28 feet at $3.50 per. As Cal puts a pilot aboard each ship, the elder pilot shouts "Thanks, old man. You've saved our lives. Tell the folks when you get back." And Cal hauls away on the *Emma B.* for home.

In the slanting sun of the afternoon two tankers in tandem silently slipped by Block Island, making their way to Providence. Each had a pilot. Each had a happy pilot. As the sun set the *Emma B.* put in to the breakwater at the Old Harbor and Cal told the story. There was some excitement, the modest hero was borne aloft on the shoulders of a shouting crowd and a parade started from the drinking fountain to the pilots' home.

On Horse Neck Beach the next morning lay a whale. He was dead. In his carcass was a harpoon with a broken rope attached. Five days

later, with a strong southerly wind, all the Boards of Health in southeastern Massachusetts started an investigation of the source of an unearthly odor. It was traced as far south as Horse Neck Beach. There they found the whale and at an expense of $30 it was buried after seven barrels of oil had been extracted from it.

"He was not a very big whale," said the older pilot, who had come down from Providence to get the harpoon, "but he could go some. If there were not ladies present, I should further express my opinion of him."

— Providence (R. I.) *Journal*

CHAPTER VI

THE REPORTER'S USE OF WORDS

Acquaintanceship with Words. — "What are you going to do after you graduate in June?" asked a college instructor of a senior one day. "Oh, I'm going into newspaper work. I've bought a typewriter already," came the ready answer.

Now any mechanism which promotes composition is not to be despised, but a moment's reflection will show the folly of that student's reply. The real equipment of a writer is a mental one. Not only must he be able to see clearly, but he must be able to make other people see as well. Not only must be he able to remember what he hears, but he must be able to convey that information to some one else. And to perform this function he must have at his instant command a stock of words and phrases that adequately transfer his ideas, impressions, memories, experiences, and observations to the mind of the reader. This is not as easy an assignment as collecting the facts for a news story, but it is essential to the success of any boy or girl who aspires to become a reporter. He needs to have a wide acquaintanceship with words and to use them with discrimination and skill.

It is the purpose of this chapter to show how these symbols of mutual understanding may best be employed, and how the writer may find the easiest road to the mind of his reader.

The Expressive Word. — The stuff of the newspaper, as we have seen, is made up of realities. If a reporter goes out on the street he is assailed by incidents and situations. A blind musician is playing a wheezy organ on the corner, a honking automobile, laden with laughing girls, races past,

children on roller-skates swing down the asphalt pavement, a shop window is gay with Christmas holly. He hears friendly talk, listens to the rattle of street cars, is eavesdropper to all the voices of the town. His is a concrete world. When he sets out to describe these things for print, he should seek to reproduce them in words that duplicate, as nearly as possible, the original colors, sights, sounds, sensations brought to him through the channels of sense. Easy comprehension is insured by the use of specific, picture-making words and suggestive phrases, which instantly evoke memories and associations, in other words arouse a sense of reality.

In this connection Mr. Arlo Bates, in his *Talks on Writing English*, pertinently remarks:

> One great means of producing this sense of reality either in narrative or in any other kind of composition, whether in the setting forth of thoughts or in the telling of events, is in making what is written specific. The specific term is apt to be more suggestive than the general, from the fact that it presents to the mind an idea that can be grasped readily. When one reads that the Indians are on the warpath and are ravaging the country, one has a vague feeling of horror; but if one is told that the Red Men have crossed the bounds of Big Lick reservation, have murdered and scalped a settler named John Thing, have burned his cabin, and carried off his wife and children, there is no vagueness about it. The impression becomes at once vivid and forceful in what it denotes, and stirring in what it connotes.

Poetry probably comes nearer to fulfilling this vivifying function of words than any other written medium. The student of word values may improve his art immeasurably by the reading of good verse and by attempting to write it. For example, study the imagery of this sonnet by Bliss Carman, entitled "A Winter Picture."

> When winter comes, along the Silvermine,
> And earth has put away her green attire,

With all the pomp of her autumnal pride,
The world is made a sanctuary old,
Where Gothic trees uphold the arch of gray,
And gaunt stone fences on the ridge's crest
Stand like carved screens before a crimson shrine.
Showing the sunset glory thru the chinks.
There, like a nun with frosty breath, the soul,
Uplift in adoration, sees the world
Transfigured as a temple of her Lord;
While down the soft blue-shadowed aisles of snow
Night, like a sacristan with silent step,
Passes to light the tapers of the stars.[1]

When the young writer is tempted to use a vague, abstract term, let him pause for a moment in search of a more specific symbol. The word *instrument*, for instance, may resolve itself into *forceps, needle, scalpel, microscope;* while the all-inclusive *mechanical energy* may live again in *snorting locomotives, grinding brakes, jangling bells, shrieking whistle.* To say that a thing is *lovely* means very little to the reader; let the reporter specify *why* it is lovely and attempt to picture its loveliness.

The Gaudy Word. — The artist in words, however, is apt to lay too much color on his canvas in his effort to be picturesque. This is particularly true when he is caught on the crest of some enthusiasm or emotion, which impels him to seek ornate adjectives, under the delusion that adjectival ecstasies make for force. Quite the opposite is true. Repression is generally more effective, more convincing, than gaudy decorations. For instance, read the wedding story hot from the pen of the "enraptured reporter":

> The lovely and elegant home of that crown prince of hospitality, the big-hearted and noble-souled John Wheeler, was a radiant scene of enchanting loveliness, for Cupid had brought one of his finest offerings to the court of Hymen; for

[1] Reprinted from *The Independent* by permission.

> the lovable Miss Alice, the beautiful daughter of Mr. Wheeler and his refined and most excellent wife, who is a lady of rarest charms and sweetest graces, dedicated her life's ministry to Dr. William H. Osgood, the brilliant and gifted and talented son of that ripe scholar and renowned educator, the learned Professor Osgood, the very able and successful president of the Female College.

The Familiar Word. — A reporter who wrote that a society had been organized for the "distinction" of the fly, honored the fly, but did not show his own capacity to use words correctly. Long, high-sounding words, whose meaning is not clearly understood by the writer and which bring confusion to the reader because of their unfamiliarity, should be carefully avoided. To speak of "performing ablutions," when the reporter means "washing the face" is a stilted affectation. The reporter who wrote "the prestigitator expostulated in the negative" when he meant that the "magician said 'No!'" probably believes that the function of writing is to display the literary wares of the writer, whereas its chief aim is to be understood. He needs to humble himself by reading the little poem written by Don Marquis, genial conductor of "The Sun Dial" in the New York *Sun:*

> I do not work in verse or prose,
> I merely lay out words in rows;
> The household words that Webster penned—
> I merely lay them end to end.

The Emphatic Word. — The position of words in the sentence also contributes to ease of reading. The key-fact should generally be stressed at the outset, thus insuring attention. For example, the reporter may write:

> Mr. Jones was crossing Main Street when he was struck by the car.

Some Will Be 'Mothered' by WorldLeague

SUCCESS 50-50 IF CLEVER MEN ARE SELECTED

Yale Mermen Sink Columbia In Dual Meet

UNCLE SAM AN OIL GRABBER IN JOHN BULL'S EYES

SENATOR PENROSE IS BACK IN HARNESS

EDDIE THE ACE IS AMID CARS AGAIN

Brooklyn Kept In the Dark on WelcomePlans

Michigan Keeps Slate Clean by Downing Ohio State, 14-0

BOCHE'S SUDDEN LOVE FOR U. S. RINGS HOLLOW

Colonel's Lady and Judy O'Grady Working Side by Side Making Munitions

EARLY BULGE IN GRAIN SMASHED BY BEARS' DRIVE

ART COMMISSION BUSY DOLLING UP' CHICAGO

NEW CIRCUIT IS HIT WITH FANS

A JOY RIDE ENDS FATALLY

FRAME PLAN FOR SMELTING OUT PURE AMERICANS

SHE GOT LOST LOOKING FOR "GAY WHITE WAY"

'SHE CHASES MASHER WHILE CROWD CHEERS

Simplicity to be King Over Social Realms On Mt. Oread Next Fall

PREPARATIONS ARE MADE FOR FRESHMAN SPREAD

HEADS WHICH ILLUSTRATE HOW NEWSPAPERS HAVE POPULARIZED CERTAIN WORDS AND PHRASES

Make a similar collection from current newspapers

This is not giving prominence to the main fact. A little shifting of details would result in a more forceful sentence, thus:

> Mr. Jones was struck by the car as he was crossing Main street.

The most emphatic positions in the sentence are at the beginning and at the end. Read this compelling sentence:

> European aliens — 15,000,000 of them — are besieging the transatlantic steamship companies for immediate passage to America.

Figures of Speech. — The newspaper may make the statement:

> Mrs. Selma Weiss of 1756 West Division Street was out yesterday w th her civic broom. As a civic co-operator — one of the thousand appointed for the betterment of the city by Mayor Thompson — she exercised her duty of sweeping the Sixteenth ward of cobwebs in such matters as sanitation, fire prevention, and loose papers.

When one reads this a picture swims before the eyes, a picture of the woman who swept the cobwebs out of the sky. Mrs. Selma Weiss, however, is a real woman sweeping the Sixteenth Ward with a civic broom. In fact, her housekeeping extends over an entire block. Of course, no one would take this description literally; it is a figure of speech.

Does any reader ponder over such words as "Americans Called to the Colors"? The *colors* stand for the flag, the red, white, and blue. We see flags waving, troops marching, crowds huzzahing; that is, the word *colors* connotes, or suggests feelings and sensations not indicated by the literal meaning of the word.

This figurative speech:

> Some day we shall tame that big black Russian bear and make him dance to the music of civilization.

is as graphic as the presence of an Italian and a pet bear on a neighboring street corner.

Figurative devices convey the meaning better than formal description, patched with generalizing words and phrases. When skillfully used, figures of speech save a multitude of words, and bring vividness to newspaper writing.

Slang, Good and Bad. — Slang, which clothes old ideas in new garments, and brings a fresh tang to life, deserves a place in the word-box of the reporter. When it becomes cheap jargon, the lazy man's refuge, it ceases to command respect.

The chief objection to slang is that it is unintelligible to many of the people on whom it is inflicted. Children and women — some men — do not know the meaning of "bumped the pill into the right garden," "walloped the rawhide," "the gridder booted the pigskin," all bewildering substitutes for plain, simple English.

Some young people seem totally unable to refer to an acquaintance without the use of "guy," "gink," "bird," or "peach." Their fondness for extravagant adjectives is equally unrestrained.

A reporter must use words rooted in common speech. At best, current slang is untried language. Much of it is slovenly and in bad repute. Its indiscriminate use cheapens speech and cripples the vocabulary.

The Hackneyed Phrase. — A lazy reporter, limited in his vocabulary, is generally addicted to the use of the hackneyed phrase, written repeatedly to describe the ordinary acts of life. This is a group of words lacking in originality, words which have been so overworked that they have lost

all their freshness and charm, if indeed they ever had these two qualities. These threadbare expressions rush automatically to the mind of many writers as soon as occasions prompt them.

The accompanying list of "bromides" contains trite, exaggerated, stilted expressions common to many newspaper stories. They need to be eliminated from the reporter's vocabulary, and are printed here as a warning. Others may be added as found.

Affixed his signature
Almost fatally injured
Along the line
Angry mob
Any way, shape or form
Appropriate exercises
Asleep at the switch
Bated breath
Beggars description
Becoming modesty
Better half
Bids fair
Blushing bride
Bolt from a clear sky
Bouncing boy
Boys come marching home
Breathed his last
Break-neck speed
Breathless silence
Burning question
Burly negro
Busy marts of trade
Canine
City dad, and city father
City Bastille
Chief magistrate
Close proximity
Cleaning the Augean stables
Conspicuous by its absence
Cortege
Checkered career
Cheered to the echo
Consummation of a romance
Conventional black
Crisp bill
Dan Cupid
Dark as pitch
Daring robbery
Departed this life
Delicious refreshments
Devouring elements
Denizens of the deep
Divine passion
Doomed to disappointment
Downy couch
Dull sickening thud
Dusky damsel
Dropped in his tracks
Edifice was consumed
Facile pen
Favor with a selection
Fair sex
Fair Luna
Feathered songsters
Fickle Dame Fortune
Fickle Dame Fashion
Finny tribe
Firm, clear tones
Floral offerings
Foemen worthy of his steel

Foul plot
Fragrant Havana
Getting along as well as could be expected
Giant Pachyderm
Good natured crowd
Great Beyond
Green with envy
Grim Reaper
Groaning table
Happy pair
Heart of the business section
Herculean efforts
High dudgeon
Host of friends
Hurled into eternity
Hymneal altar
In durance vile
Infuriated animal
Innocent bystander
In the fracas
Immaculate linen
Inclemency of the weather
It goes without saying
Jupiter Pluvius
Kiddies
Land-office business
Lacteal fluid
Large and enthusiastic audience
Late (speaking of dead person)
Leave no stone unturned
Light collation
Like rats in a trap
Limped into port
Long-felt want
Luscious bivalve
Milady
Minions of the law
Miraculous escape
Municipal building (speaking of City Hall)
Murder most foul
Musical circles
Natty suit
Never in the history of
News leaked out
News hound
Nipped in the bud
Obsequies
Officiating clergyman
Old Sol
Over the top
Pale as death
Pedagogue
Pillar of the church
Political pot is boiling
Popular debutante
Presided at the punch bowl
Put in an appearance
Rare treat
Rash act
Reached the goal
Reigns supreme
Recipient of many beautiful presents
Rendered a few selections
Rodent (when speaking of rat or mouse)
Romance culminates
Rosy dawn
Rooted to the spot
Sad rites
Sadder but wiser
Sea of upturned faces
Seething caldron
Sensational failure
Severed his connection
Shook the dust from his feet
Shining goldpiece
Smoking revolver
Speculation is rife
Solon (speaking of legislator)

Solemn procession
Smoke of battle
Summoned a physician
Supreme sacrifice
Swathed in bandages
Taken into custody
Tear-dimmed eyes
Tendered his resignation
Tiny sum
Tired but happy
Tiny tots
To the tune of
Toothsome viands
Tonsorial parlor, or artist
To the bitter end
Trip the light fantastic
Undercurrent of excitement
Vale of tears
Vast concourse
Verbal combat
Victory perched on his banner
Vim, vigor, and vitality
Wee, small hours
Well known club man
Well known Southern gentleman
Wended his way homeward
War to the knife
Whipped out a gun
Worked like Trojans

The King's English. — The obligation of every young writer to use his mother tongue effectively has been well indicated in an editorial "The King's English," published in the *Cornell Sun*. The editorial was awarded first prize by Arthur Brisbane, famous editor, in an intercollegiate contest. While directed toward the slovenly English of undergraduates, it is equally applicable to high school students, and will repay thoughtful reading. It follows:

THE KING'S ENGLISH[1]

Except for the Bowery brogue, there is probably nothing that can compare with the undergraduate vernacular when it comes to setting a standard for English "as she is spoke." Persons coming from foreign parts are astounded at the strange tongue, and are somewhat embarrassed at having to ask for interpretations.

There are several very remarkable things about the everyday speech of the average undergraduate. One is that it can run along with ease on a minimum number of words; and another is that it is quite expressive within the limited student circle, and quite unintelligible elsewhere. It consists in the main of ten or twelve

[1] Written by E. B. White, editor-in-chief of *The Cornell Sun*, and published in its issue of May 18, 1920.

coined phrases and a certain number of high explosives, built upon a foundation of the usual grammar school verbiage. Add to this the fact that it is rendered with very little motion on the part of the organs of enunciation, so that five words very easily merge into one, and a passing conversation sounds something like this:

"Jevvernoim?"

"No, jew?"

For these reasons the undergraduate tongue has limitations. Although it may be entirely adequate upon most occasions, when put to the test it is often found wanting. Once in a while the student finds himself in a situation where a ban is put on the high explosives. Robbed of these he falls back in disorder on the ten phrases and the verbiage. And then, mayhap, there comes a time when even the phrases have to be forsaken, and he finds himself groping for a word. Little delicacies of expression are entirely beyond his reach. He is unable to express the shades of meaning which are in his mind. Bereft of his one means of conveying an impression forcibly, he listens to his prattle in dismay, and marvels at its weakness and childishness. It is only in such a position that he realized what an elusive thing a word can be, and wishes he had taken a course in public speaking — his idea of the way to learn to speak.

It is unfortunate that in a university community very little attention is paid to the acquisition of a universally acceptable power of expression. Any one can develop a code of expletives with a little practice, and the unique phrases can be picked up within twenty-four hours after their inception. So the undergraduate goes blithely along on the strength of these flimsy subterfuges, occasionally remarking that he would like to have a good vocabulary, and never taking the trouble to acquire one.

Fluency of speech is a distinct asset to any man, and the college man that graduates without having gained even an orderly method of expression has taken stock neither of himself nor of his opportunities. There is too great a tendency to say the easy thing, too little to say the accurate thing.

We have a good language — why not use it?

To Write, Work. — No easy path leads to the art of effective use of words. It is only to be acquired by discriminating observation, constant reading, painstaking revision. Every student should grasp the opportunity to become familiar with literary masterpieces studied in his classes and available in the home and town libraries. The temptation nowadays is to skim the latest novel or to absorb the current magazine at the expense of standard literature. Such a program is ill-advised; it cannot develop breadth of knowledge and a feeling for the expressive phrase. The physical man cannot live without food; nor can the mental man thrive without feeding upon the rich inheritance of other men's minds as recorded in print.

Supplementing his general reading the student of newspaper usages needs to acquire the critical sense. As he reads the newspaper, let him analyze the sentence structure, let him examine the words and sentences, setting down in his note-book his findings, so that his own written work may catch a reflected glow. No reporter ever lost his job because he wrote too well; no author ever won enduring fame by slip-shod, careless work.

Composition that achieves distinction is grounded in the correct use of the English language. There can be no minimizing the importance of grammar, correct spelling, and rhetorical devices that bring clearness, terseness, and interest to the written production. No perfection of style, however, can hide a lack of knowledge, for without a message writing becomes a mockery.

After all, people who write badly usually do so because they have nothing to say, and do not know what they are writing about.

TROUBLESOME WORDS AND PHRASES

A for An. Use *an* before an unaccented aspirate.

A number of. Be specific. How many?

Above. Should not be used as an adjective or as a noun. Say *the foregoing statement* rather than *the above statement.* Not to be used in sense of *more than.*

Affect — Effect. These two verbs should not be confused: *affect* means to *influence; effect* means *to bring about.*

Aggravate. Not to be used in the sense of *irritate, provoke;* it properly means *to add weight to, to intensify.*

Alright. Write *all right.*

Alternative. Can be used when there is a choice between two things. Never more than two.

Avocation. Not synonymous with *vocation;* properly means *something aside from one's regular calling.*

Association. This and similar group words requires a singular verb.

Awful. Is a contraction of *aweful,* full of awe. Use only when this meaning is intended.

Bank on. *Trust in. Believe* is a much better term.

Bad shape. Better *bad condition.*

Balance. A term in bookkeeping. Misused in sense of *remainder.*

Bunch. Applies to celery tied with a string, but not to a group of people.

Calculate. Another bookkeeping term. Usually one *thinks, intends, supposes,* or *expects.*

Can — May. These two words should not be confused. *Can* implies *ability; may* implies *permission.*

Claim. Not synonymous with *affirm.* To claim is to assert ownership.

Colored man. Say negro.

Couple. Write *two.*

Complected. *Complexioned* is the word to use, but even it is awkward.

Cute. A word having no standing in good society, and having no definite meaning. Don't use it when another word will do. *Cunning* is open to the same objections.

Date. Most people have *appointments* or *engagements.*

Depot. Means a store-room, a freight-house. Trains stop for passengers at a station.

Dies from. Write *dies of.*

Down. *Defeat, conquer, win from,* are in good form.

Dress suit. Write *evening clothes.*

Either. Used to discriminate between two, never three. The same thing is true of *neither.*

Elegant. Applied to "ladies" in old-fashioned novels. See dictionary for real meaning.

Emigrant — Immigrant. These words are sometimes confused. Persons leaving a country are *emigrants;* persons entering a country, *immigrants.*

En route. Write *on the way.*

Enthuse. An impropriety. Use *enthusiastic.*

Etc., Et al. Short for Latin *et cetera,* and *et alia,* (*the others*). Never, therefore, use *and etc.* Don't use *etc.* in a newspaper story at all.

Ex-President. Say *former president.*

First-rate. All a question of manner. Use it as an adjective, but never as an adverb.

Gentleman. Has no business in a news story. Use *man.* Likewise use *woman* rather than *lady.* Use *lady* as a title of nobility. Don't say *widow lady,* simply *widow.*

Gentleman friend. Vulgar. Say *friend,* an *acquaintance. Lady friend* is in the same class.

Got. Use it when an effort has been made to secure a thing. It does not express the idea of possessing or owning something.

Graduate. A class *graduates,* the student *is graduated.*

Gun. Specify *pistol, revolver, rifle, cannon.*

Had his leg broken. This implies volition. Most people don't *have* such things done to them.

Healthy, Healthful, Wholesome. *Healthy* means *in a condition of health; healthful* means *conducive to health; wholesome* means that *which is in itself sound and which promotes health.*

In. Often misused with verbs of motion for *into.* Say *He threw it into the fire,* not *in the fire.*

Individual. Used mainly in a news story as an adjective. Give the man's name or use a pronoun. Compare *person.*

Inaugurate. *Begin* is simpler.

It. Refers to cities, states, nations. Use *she* for ships.

Liable. A legal term. One is *liable* for damages or to arrest. An event is *likely* to *occur* or *happen.*

Loan. Is a noun. *Lend* is the verb.

Lots of. Avoid it entirely, along with its twin brother *a lot.*

Lovely. A significant word when used in the right place. Do not apply it to a suit of clothes or to a dessert.

Mad. Dictionaries say this means *insane.*

Nice. See dictionary for meaning. Don't use it more than twice a month. A student once applied it to a pig-pen.

None. Singular. *None of the men were there* is incorrect.

O. Is used for personification with the vocative, without punctuation, as, *O bountiful hills.* Oh is used for exclamation, with punctuation. *Oh, I see my mistakes.*

Only. Be careful to place this correctly in the sentence or ambiguity will result.

Party. Some careless persons use this word when speaking of a single person. It always implies a number.

Pep. Sadly overworked.

Per cent. The noun is *percentage.*

Posted. Should not be used in the sense of *informed.*

Preventative. *Preventive* is the correct spelling.

Prior to. Write *before.*

Real. Little girls who know no better say *real pretty.* No one else does.

Show. Schoolboy slang for *concert, play, opera, circus.* Be more specific.

Size up. Why not *estimate, pass upon, judge.* These words are in good usage.

Start out. Omit *out.* Other words — *begin, set out, commence, went.*

Subsequently. Write *afterward.*

Suicide. Should not be used as a verb.

Turn turtle. Write *turn over.*

Unique. Often misused; properly means *unlike anything else.* *Very unique* cannot intensify the meaning.

Very. Generally unnecessary. Beware of the superlative.

Write up. Slang newspaper term. *Report, relate, describe, write,* can often be used instead. Avoid overuse of *up* on verbs. Examples: *burn up, store up.*

EXERCISES AND ASSIGNMENTS

I

1. Study the structure of the following sentences, culled from newspapers and periodicals. Look up the definition of a *simple,* a *complex* and a *compound* sentence, a *loose, periodic,* and *balanced* construction; then find examples of them in the excerpts printed herewith. Discuss the reasons that probably prompted the writers to frame the sentences under discussion.

a. The Dutch have suffered greatly from the war. Their trade has been in great part cut off, they have lost many ships, they have had to keep their army mobilized, and for a year and a half they have been exposed to constant harassment and peril from the war at their borders. They have stood ready at any moment to protect their country, as their forefathers did, by the drastic measure of cutting the dikes. Such a measure would mean enormous loss, but it would at least help to defend their country. Now great damage has been done and more is threatened, without such consolation, but the people of Holland will take it with the courage of an indomitable race.

b. Problems involved in bringing together the childless home and the homeless child were discussed by speakers before the annual convention of the central section of the National Children's Society, which opened here tonight.

c. Sunshine is delicious, rain is refreshing, wind braces up, snow is exhilarating; there is really no such thing as bad weather — only different kinds of good weather.

d. A still and all the necessary apparatus for the making of whiskey and beer was discovered this afternoon when a special officer in the Indian service, Wayne Talmadge, and Deputy Roy

Talmadge, together with the sheriff's force, investigated a house in the residence district of Lawton.

e. The old way of teaching how the other half lives was to send reports through the mail. The modern method is to use the play, or the booth with living actors, or the "movies" that show the public by dramatization the work that is being done.

f. It is a fine thing to be a brilliant orator; but it is far better to have a good cause.

g. A string of beads worn for five thousand years by an Egyptian mummy is the unique gift a Mound City man has just received from his daughter who is abroad. The beads are as good as new.

h. The facts about American babies, the needs of American babies, and America's responsibility to its babies, will this year be known as never before, because the first week in March will be Baby Week throughout the country.

i. The Christian church has never taken very kindly as a whole to Tolstoi's literal and naïve interpretations of the teachings of Jesus.

j. On a salary of fifty cents or less a day, Ellen McMurray of Ada, has saved a nest egg of $1,400 in twenty years.

k. More than 200 years ago a dramatist, sitting in the bar of a London tavern, overheard a girl in the next room reading aloud from a playbook, and he was so pleased by the sound of her voice and the fluency and the sprightliness of her delivery that he sought acquaintance with her, obtained her confidence, and opened for her the way to a successful dramatic career. That girl, a dramatic genius thus accidentally discovered, was Anne Oldfield, who adorned the English stage for 25 years, whose ashes rest in the cloister of Westminster Abbey, and whose name is one of historic renown.

l. If you want to be miserable, think much about yourself; what you want; what you like; what respect people ought to pay you; and what people think of you.

m. Walter H. Kempton of Sturbridge waved his hat with joy in the dock in Superior court last week Wednesday when Fore-

man Walter Birnie of the jury, which had tried him for manslaughter, uttered the verdict of "not guilty."

n. Address a letter to "a bit of a boy" as "Master" So-and-so if you want to make him unhappy. Call him "Mr." and he will be happy, and he will strive to deserve the manly title you give him.

o. One hundred and forty-five sick children received medical and surgical treatment last year through the David P. Smith fund, as shown in the third annual report of the fund which was presented to the city council Monday night. The fund allows poor children to have treatment which will correct physical defects, save future diseases, and prevent disease from becoming chronic.

p. The real Pageant of the Pilgrims is that endless procession of emigrant wagons which, starting from Plymouth nearly three hundred years ago, has been travelling ever since until it has penetrated to every corner of our continent.

q. As men looked backward over the years of strife, they saw clearly that the chief reason why the American cause was not lost before France came to its aid was the personal leadership of Washington.

r. Shocked by the suicide and treachery of a professed friend, embarrassed by the broken condition of the bank, maddened by the wild clamor of an excited community, stung by the harsh reports of the New York papers, dreading lest by reason of some technicality his honor should be impeached, having borne the terrible strain for four weary days, in a moment, without the slightest premeditation, frenzied and insane, he committed the deed.

2. Bring to class examples of well-wrought figures of speech taken from newspapers.

3. Name and discuss the following figures of speech:

a. The Democrats have a dark horse for mayor.

b. The Republicans are grooming the elephant.

c. During these long deep-water runs the U-boats thread their way through the Skagerrak or skirt around Teneriffe and past Gibraltar with as much ease under water as if afloat.

d. The work-a-day world is the reporter's oyster waiting to be investigated.

e. The smile is the coat of arms of the soul. None that go on four feet have it.

f. It is like landing in some remote and ruined city, devastated by the plague.

g. Eastward, the dawn had dappled the ledges of the blue mesas that seemed to smoke like spilt blood in the beginnings of the heat maze.

h. When he came to his ten-year-old niece, he met his Waterloo.

i. Some days the fire of ambition burns low.

j. These boys are not very bad boys. They are all workers, but they got off with the wrong foot.

k. I'm tired of seeing Father Time carrying an hour glass and a scythe.

l. There have been repeated attempts to lift the lid.

m. When you look old Man Winter squarely in the eye, he isn't such a surly old fellow after all.

n. He had contented himself with cat-naps and had kept a persistent watch.

o. Misfortune met two travellers, and swelled to twice his size;
One, cowering, groaned, "Alas, this hour," and fell, no more to rise.
The other climbed the ugly shape, saying, "It's well you came,"
And made Misfortune serve him as a stepping stone to Fame!

p. About two years ago, the Federal league expanded and began signing major league players at fat salaries.

q. Suddenly Thora's flag of distress switched and the cry went up, "Something has happened to Thora! " She switched her tail two more times, stopped to a walk, and hobbled in on three legs, her great racing career at an end.

r. As they pressed up to the clearing the guns began to blaze

in salutes and finally the 300 hunters burst in firing so steadily that the reports sounded like the roll of a drum. However, no wolves were in sight. They had eluded the hunters.

s. But that day is far distant and until it comes much closer anything vaguely resembling government by the people is as futile, if the opinion of foreigner and high class Mexican alike is worthy of note, as attempts to bay the moon below the horizon.

t. The government was not willing to act as a clearing house for the peace sentiment in all nations.

u. The scene is on California's golden shores.

v. He is as secretive and uncommunicative as a block of river ice.

w. Into this staff headquarters the wind has been carrying for many days the thunder of the heavy English artillery, which sent a rain of shells against our positions.

4. Bring to class descriptive newspaper clippings which suggest sound.

5. Do the same for color and motion.

6. What impression does the accompanying stanza give you? It describes the veterans fifty years after the great review of 1865. Do you find color words, motion words, suggestion of sound, figures of speech? Explain the meaning of "Their tread lacks rhythm." What is rhythm?

THE RETURN OF THE VETERANS

Beneath gray gloom they tramp along: their tread
Lacks rhythm; faded, soiled, and torn their dress;
They wot of storm and peril, wounds that bled,
And pains beyond imagination's guess.
The lookers on, struck mute by enderness,
Hardly huzza: it is as if the dead
Walked with the quick. Beneath a brooding sky
The bronzed and battered veterans limp by.

— RICHARD BURTON in *The Independent.*

7. Write an imaginative account of these men when they marched through Washington in review at the close of the Civil War. Look up the facts in a book on American history.

8. To what sense does the following description appeal?

STORM MUSIC

The sounds of the storm corresponded gloriously with this wild exuberance of light and motion. The profound bass of the naked branches and boles booming like waterfalls; the quick, tense vibrations of the pine-needles, now rising to a shrill, whistling hiss, now falling to a silky murmur; the rustling of laurel groves in the dells, and the keen metallic click of leaf on leaf — all this was heard in easy analysis when the attention was calmly bent.

9. What type of person is indicated by the following description? Write a sentence describing your image of this man and of each type mentioned. Don't write the sentence unless your imagination pictures the man, or you have seen a like person.

He likes prize fighters, painters, cowboys, poets, diplomatists, hunters, sculptors, soldiers, natu alists, football players, novelists, men who can tell him about Irish or Norwegian sagas, about ancient Greek coins, or about almost anything else.

10. Collect new words popularized by the war in Europe.

11. Collect words added to the dictionary by the science of aviation.

12. Collect words connected with electricity and automobiles.

13. Collect words connected with sports and amusements. Indicate the slang.

14. Make a list of words associated with old methods of lighting and heating. Ask some old people you know. What do you call words no longer used? Is there any danger in using them in ordinary speech? How do words disappear from the language?

15. A gentleman, who has evidently abundant leisure, amused himself by studying the English dictionary and gathered an amazing harvest of queer words. He says, "What can be more odible than the sight of a lass lorn nome endeavoring to impinguate a waped kitling, unless while meandering in a paludal place one chances upon the spectacle of a nullifidian nubbling tutenag from the person of a tozy jobbernowl." Does this sentence give any warning to a reporter?

16. Look up the meanings of the following words, then use them correctly in sentences: anxiety, fright, fear, dismay, consternation, terror, horror, panic, awe.

17. Use the following words correctly: divine, glorious, splendid, heroic, fine, elegant, clever, queer, funny, nice, grand.

18. Consult the dictionary for the derivation and history of the following words: raid, pillage, rifle, sack, ransack, boycott, booty, depredation, tariff, tribulation, spider, gingham, bachelor, dandelion, liberty, mob, handkerchief, unique.

19. Apply these words correctly to four different persons: capable, able, competent, enterprising.

20. Apply these words to a water supply: sufficient, adequate, abundant, ample.

21. What is a synonym? What is the value in knowing synonyms?

22. Read Palmer's *Self-Cultivation in English* (Houghton Mifflin Co.) and make an outline of suggestions designed to enlarge your vocabulary.

23. Be prepared for oral discussion on the following topics:

a. The usage of the newspaper is in no way a guide to the standing of a word.

b. Much slang, not all, is disreputable.

c. The dictionary is a home for living words, a hospital for the dying, and a cemetery for the dead.

d. Slang is the great feeder of language.

e. The newspaper has the opportunity to mold the world's vocabulary.

24. What is the exact meaning of the following words: company, battalion, regiment, brigade, division, corps, army.

25. Point out image words in the following poem, both nouns and adjectives. Identify figures of speech, sound words, motion words. Why does the tug call the ocean the "Siren Sister"?

THE SONG OF THE TUG

In the thick, wet fog of the early morn,
Heeding the warning of bell and horn,
In and out through the shipping gray,
Like a noisy shuttle weaving away,
With my busy put-put, I fussily go,
Casting about for a ship to tow.
  Oh, put-put-put
  Your trust in me
  And I'll tow you out to the open sea—
  Out through the crowded, bowing ships;
  Out past the long, wet ferry-slips;
  Out where the great, gray sea-gull dips
  To meet the crested wave.

Oh, you big, proud ships that sail the sea,
You must knuckle and bend to the likes of me;
You must fold your white and your spreading wings
And put yourself in my leading strings:
Though you're for the in or the big out side,
You need me more than you need the tide.
  Oh, put-put-put—
  How busy I'll be
  When you and I put-put- to sea!—
  Out past the cluttered shipping docks;
  Out past the buoy that ducks and mocks;
  Out past the hidden harbor rocks
  To the Siren Sister, Ocean.

Oh, the Siren Sister calls to me;
But well know I what the end would be
If I dreamed myself a good, tight ship,
Equal to make the long sea trip.
But, wherever I pass through the harbor wide,
The sea-wind echoes with every tide:

  Oh, put-put-put
  Your trust in me,
  And put-put-put for the open sea—
  Out where the screaming gulls wheel high;
  Out where there's never a harbor nigh;
  Out where there's naught but sea and sky
And a stout little tug together.

— MABEL GUINAN ORR in *Saturday Evening Post.*

26. What is the origin of the following words, used widely in newspapers: wet town, white plague, preparedness, pork-barrel, quiz, movies, hush-money, glad-hand, quash, bootlegging, garage, camouflage, Zeppelin, Taube, ambulancier, Yank, safe for democracy, strenuous life, malefactors of great wealth, Tommy Atkins, macadam, Victrola, kodak, Pickwickian, Bolsheviki, ace, Dolly Varden, quixotic, profiteer, tip, probe, peril (verb).

27. Do you think the slang used in this extract from a school sports story appropriate and in good taste?

The red and white athletic field is the scene of a great pow-wow every afternoon which is occasioned by the presence of a large number of very active papooses calling themselves the P. H. S. Lightweight football team. The Bulldog pups are coming to think that the little game of football is more of a grass-eating scrap than an afternoon pink tea. Coach "Perp" Dawson, after much work, has formed a scrapping bunch of 135 pounders, who think they can lick the world. If they can't do this the first team fellows have suggested that the bantams dig up the cement, with the help of a Marion steam shovel, off the field. The baby birdseed eaters will have their first practice game Tuesday with the Muirites out in the backyard. Coach Dawson and Manager Stevens are searching the country for games with 136 pounders, and would like to hook up with any team of this class.

28. Point at the distinction in meaning between the following word pairs: liable, likely; short, concise; pretty, nice; theatrical, dramatic; funny, humorous; illicit, illegal; publicity, advertising; book, treatise; magazine, periodical; wreck (verb), dismantle; occur, take place; forgive, pardon; fix, mend; porch, portico; carbon, coal; thought, expression; injure, maim; kill, murder; flag, bunting; poultry, chickens.

29. Write a brief description of a collision between an automobile and a street car, using technical words suggested by both.

30. Write a brief description of a circus parade, using words picturing people, wagons, incidents, street venders.

31. Set down words that describe the parts of a bicycle or an automobile.

32. Write a brief sketch of some man you know, describing minutely his clothing, figure, face, and general bearing.

II

QUESTIONS TO TEST OBSERVATION, MEMORY, AND VOCABULARY

33. Give your height, weight, color of eyes and hair, and size of shoe.

34. Without further investigation describe minutely the kitchen of your home. How many windows in the living room? How many rooms in the entire house? Describe the design of the wall-paper in your bedroom.

35. Let someone place a number of small articles under a spread-out newspaper. Allow the student 30 or 40 seconds to peer under the paper; then ask him to describe accurately what he has seen.

36. What is the oldest house in town? Write a brief history of it and of early settlement days. Mention several famous men born and reared in your town. Where are their boyhood homes?

37. Give the distinguishing characteristics of five breeds of dogs. Write all you know about a carrier pigeon, then compare your account with a description in a book on natural history.

38. What are some of the mannerisms of your intimate friends? Note some of their pet phrases. From memory write a brief description on "What the Preacher is Like."

39. What are coal tar derivatives? For what are they used?

40. Who invented the sewing machine? The automobile?

41. What design and words do you find on a silver dollar? On a five-dollar bill? Why are threads in paper money?

42. Relate the origin, history, and present development of baseball, basketball, football, hockey, soccer, jiu jitsu.

43. Locate the nearest mailbox and give its dimensions. Apply the same to a fire-alarm box. How does it operate? How would you call the police?

44. How and why do you endorse a bank check? Can a person's character be determined by his handwriting? Why are people right-handed?

45. Locate prominent city buildings. What and where is the Acropolis, the Forum, the Parthenon, Westminster Abbey, the Louvre, Faneuil Hall?

46. How do you read a railroad time-table? What is meant by railroad time? When it is 1 P.M. in New York, what time is it in San Francisco? in London? Why the difference in time?

47. What is the largest city in your state, and for what is it noted? Give the exact location. Name five of the largest cities in America.

48. Name four of the planets. How did they get their names?

49. From what country did tobacco come? Describe the making of a cigar.

50. Why does coal glow red when hot? What makes cinders? How is coal produced?

51. Why does a cat purr and a dog bark? How does the cricket chirp?

52. What is a gyroscope, and how does it work? Apply the same question to a talking machine. A carbureter.

53. What is yeast? baking powder? dill? vanilla bean? What is the difference between cocoa and chocolate?

54. Do you see anything queer about the following menu: Macaroni with cheese, hot biscuits, fried potatoes, rice, pudding, coffee. Correct, discuss, and suggest improvements.

55. How many churches are there in town, and who are their ministers? Give exact initials and spellings. Why was your street so named?

56. Name five great American editors. What papers did they make famous? What was the first newspaper published in America?

57. How many young people in your community go to college? Where do they go? What do you know about your state university?

58. A class of college sophomores studying journalism at the University of Illinois was subjected to the following tests, with

disastrous results. How many of these words and groups of words can you define: Louvain, William Tell, Will o' the Wisp, Herculean Labors, Levant, Golden Horn, Renaissance, Three R's, Fourth Estate, Lake Poets, Peter the Hermit, Triple Entente, Pan-Germanism, Sour-Grapes, Cassandra, Divine Right of Kings, Prince of Peace, Shelley, Sancho Panza, Florence Nightingale, Crossing of Rubicon, Sophocles, Jeanne d' Arc, Dante, Gretna Green, Sir Walter Raleigh, Pharisaic, Philistine, Sop to Cerberus, Lotus Eaters, Terpsichore, Cynic, Mrs. Grundy, John Barleycorn, Mrs. Harris, River of Doubt, Armageddon.

59. Correct the inaccuracies in the following list: Gen. Phil Sherman, President William Henry Harrison, "Franklin wrote his own autobiography," Frances Bacon, the poet, Gen. John R. Pershing; Lincoln's secretary of state, William H. Steward; The Ordnance of 1787, "from this standpoint of view," the Artic ocean, the Rio Grand river, Booker G. Washington, Tuesday, April 31, 1919, a distance of five feet, President Thomas Woodrow Wilson, secretary of the navy, secretary of the army, Battle of Bunker Hill.

60. What part did the following play in the Great War: President Wilson, General J. J. Pershing, David Lloyd George, Premier Clemenceau, Gen. Fredinand Foch, Von Hindenburg, King Albert, Cardinal Mercier, Kaiser Wilhelm II, Sergeant Alvin H. York.

61. Locate the following: Duluth, Sacramento, Tampa, Verdun, Tucson, Birmingham, Muncie, Memphis, Utica, Wilkes Barre, Fargo, Rawlins, Portland, Billings, Pawtucket, Vicksburg. Ogden, Kalamazoo, Peoria, Santa Fe, Omaha, Galveston, Savannah, Dayton, Baton Rouge, Boise, Trenton, Raleigh, Denver.

62. Who was The Father of His Country, The Great Emancipator, Old Hickory, The Hero of Manila, The Swamp Fox, Buffalo Bill, Stonewall Jackson, Old Rough and Ready.

63. What is a Cossack? an infantryman? a chronometer? zero hour? a dirigible? an Apache? Boche? U-Boat?

64. Define punt, drop-kick, placement, puck, split-ball, shortstop, "fifteen-love", stymied, bogie, personal foul, three-bagger, third down, discus, handicap.

65. Identify: Forbes-Robertson, Rodin, Adelina Patti, Wagner, P. T. Barnum, John Burroughs, Champ Clark, E. H. Sothern, Rameses, Rosa Bonheur, Thomas Nelson Page, Mark Hanna, Reginald De Koven, Raisuli, Barney Oldfield, Villa, Count Von Hertling, Lord Northcliffe.

66. Explain: No Man's Land, wolf in sheep's clothing, bricks without straw, habeas corpus, a Utopian project, personal magnetism, the House of Hohenzollern, poilu, fletcherize, I. W. W., highbrow, vaccination.

67. What President of the United States served two terms, but not in succession? How many cases have there been of two presidents having the same family name?

68. What was: the *Lusitania*, the *Titanic*, a scrap of paper, a place in the sun, a suffragette, watchful waiting, the big stick, bone-dry bill?

69. What is a rose-breasted grosbeak, a bison, a cobra, a pickerel, a Gila monster, a horse chestnut, a mammal, an amphibian?

70. On what rivers are these cities located: Rome, Cologne, Paris, Montreal, St.Louis, Omaha, Cincinnati, Cambridge, Washington, D. C., El Paso, Belgrade?

71. Who wrote: *Paradise Lost, Man Without a Country, The Village Blacksmith, Huckleberry Finn, Twelfth Night, Snow Bound, Vanity Fair?*

72. What is the chief material used in making paper for news papers? What causes knots in boards?

73. Identify Aguinaldo, Aaron Burr, John L. Sullivan, Billy Sunday, Caruso, Brigham Young, William Jennings Bryan, Sitting Bull, Daniel Boone?

74. What is a triangle, the esophagus, the cerebellum, a sphere, a peninsula, the equator, a pyramid, a constellation, a phenomenon, a paradox?

75. Name the first six presidents of the United States. Who was the first president of the Confederate States of America?

76. What states have the following nicknames: Hoosier, Buckeye, Centennial, Badger, Gopher, Hawkeye, Pelican, Old Dominion, Mormon, Nutmeg?

77. Name the governor of your state; the mayor of your city; the head of your state university. Give the full names and correct titles of five city officials.

78. Tell one fact about each of the following: Garibaldi, Attila, Thomas Edison, Li Hung Chang, Columbus, Frederick the Great, Robespierre, Charles II, James Russell Lowell, Xerxes, Nero, Mohammed, Saul, Mark Antony, William Pitt.

79. What is a Percheron, a Hereford, a Duroc Jersey, a Rambouillet, a Buff Orpington, Yellow Dent?

80. Tell briefly the complete process of corn growing from planting to harvest time.

81. What is biology, entomology, ornithology, philology, mythology, histology, anthology.

82. Explain these newspaper terms: beat, cub, make-up, scoop, streamer, copy, story, head, cut-off rule, box, composing room, first run, city edition.

CHAPTER VII

WRITING THE EDITORIAL

What is an Editorial? — We have seen that it is the business of the reporter to gather and write news. He does not comment upon it, but is expected only to present the facts, uncolored by his own convictions. Indeed, he is likely to acquire such an attitude of strict neutrality that matters of honesty and ethics are entirely neglected. His point of view is objective. Like the generality of people, he accepts conditions as they are, without inquiring whether they are right or wrong.

For example, a reporter may discover that only 50 per cent of the students who enter high school as freshmen remain to receive their diplomas. The editorial writer, on the other hand, is not only interested in this fact as news; but he is anxious to find a cause for it and to suggest a remedy. Investigation shows that many boys and girls quit school to make money; others become discouraged because they make so little progress in their studies and drop out; a few are rebellious and refuse to apply themselves to their books, bringing dismissal. The editorial writer is then ready to submit his conclusion, "Education is necessary to advancement in a profession or in life. Make the most of school opportunities. Don't give up your high school course until you have sought the advice of a man of experience."

The Invitation to Think. — To *think* is the editorial function. It is not an easy task. It is so much easier to be an indifferent spectator in the game of life; so much easier to

accept other people's opinions, and to echo them. Refusal to think means mental stagnation; it is the foe to progress and growth.

The making of an editorial, designed to encourage readers to think, to express themselves, and finally *to act*, is laden with responsibility. It should not be undertaken lightly.

Calamity follows when youthful scribes allow prejudice and chance gossip to warp their opinions. Oftentimes writers set out to discuss subjects they but vaguely understand, or permit a gust of anger at a fancied wrong to swing them into ill-tempered and illogical charges. Careful, painstaking investigation of all the facts should precede the writing of an editorial. Many an editorial writer makes himself a laughing-stock, or brings a hornet's nest about his head by rushing into print with half-baked conclusions.

Length and Structure of Editorials. — A wise editor once remarked that an editorial should never be longer than his stubby pencil. He meant that most people are dismayed by a half-column or column discussion, whereas a more compact structure, easily read and digested, is almost certain to gain attention. Horace Greeley's long, tedious ramblings in the New York *Tribune* have gone out of style, and in their stead have appeared swift, telling shafts whittled to a point. Long editorials often indicate that the writer has little definite plan of organization, and thus allows himself to roam at will. Wordiness defeats effective presentation of thought; compactness gives force to the message.

The best editorial practice is to offer a series of short discussions on an important subject, rather than to attempt exhaustive treatment in a single broadside. The interest of the reader is not exhausted, but rather heightened with each succeeding editorial bearing on the main issue.

Countless editorial reflections may be put into capsules, known as editorial paragraphs. Many of these are retorts

in answer to items which have appeared in other papers. Paragraphs may be humorous, a bit satirical, at times caustic. Generally, they appear at the end of the longer editorials, and are separated by a ————. Excellent paragraphs may be found in newspapers from day to day, or read in the department "Topics in Brief," printed weekly in the *Literary Digest.* Young writers can do no better than to make the attempt to wrap their opinions in small packages. To point a phrase well is an art.

Elements of an Editorial. — A forceful editorial must have four distinct elements: (1) Timeliness, (2) Compactness, (3) Clearness, (4) Persuasiveness. It must not only be read, but *believed.* It must carry conviction in vigorous, positive terms. Note the blending of these qualities in this straight-from-the-shoulder admonition, based on a news happening:

WATCH THE POOL HALL

The action of the city council Monday night in passing an ordinance for the supervision and control of pool halls should receive the hearty approval of every citizen. News reports indicate that a large number of proprietors of these amusement enterprises was present to protest on the curbing of their business, and that a distressingly small handful of fathers and mothers found these gentlemen's arguments for an open pool hall hard to combat. It is fortunate that better informed members of council came to the rescue of the lads who frequent the "parlors," and erected safeguards for the youth of the town.

The situation should compel the thoughtful attention of every good man and woman. Are vicious amusements to be allowed to go unchallenged and uncurbed? Is the recreation of youngsters to be given over to the ex-

1. An immediate statement of opinion. Note the editorial "should." *Timeliness.* Contact made between writer and reader.

2. *Compactness.* There is no fumbling of words. Firm, clean-cut conviction. One point of view.

3. *Clearness.* There is no mistaking the meaning. The issue is a bold challenge.

ploiters, the amusement traffickers of a community, and not a man raise a word of protest? Are parents to doze at their firesides while the absent son wields a cue in a place foul with tobacco smoke and profanity?

We believe it is high time for the good people of the community to take the recreational life of children into their own hands. The control and reform of the pool hall will not suffice; let parents establish wholesome sources of amusement within the walls of home. Let the schools and churches also concern themselves in children's activities in the leisure moments. Play deserves to be recognized and organized. To fail to rear a child in the best possible environment is to fail as a father and as a mother.

Watch the pool hall; but also watch parents, and particularly watch the boy.

4. *Persuasiveness.* An appeal to act, to do something. Note the "cracker" at the end. It gives the editorial added point and vim. The entire editorial carries a needed warning.

Choosing a Subject. — Every young editorial writer may naturally ask the question: "Where shall I get the idea for an editorial?" Three or four answers may be made to this inquiry, each depending upon the writer's temperament and outlook.

The Local Application

A good pair of eyes and ears, combined with an alert brain, will uncover many editorial suggestions in things close at hand. Local conditions and local settings awaken the reader's native curiosity, since these matters are easily recognized as belonging to his immediate range of interests.

Under the heading "The Fraternity Must Go," the editor of *The Echoes*, Council Bluffs, Iowa, High School, says some pertinent things about secret societies in his own school. He does not mince matters, but strikes out courageously. There can be no doubt that the editorial caused much discussion, and that it brought results. Its reads:

Since the question of high school fraternities has once more been brought to the attention of the students of C. B. H. S., it is fitting that *The Echoes* should take a stand on the situation and inform the student body of the true status of such organizations in our institution. We believe that most of the student body holds to the erroneous belief that the fraternity question does not affect them in the least and that it is not their responsibility to take a stand for or against them.

This belief is indeed an erroneous one, for any influence which tends to lower the standards of our school in any way is a public enemy of the worst sort. The fraternity certainly wields a moral influence which is not of the highest standard, so comes under this class.

Iowa state law declares plainly that secret organizations shall not be tolerated in any high school in the state. And yet ever since this law has been in force the students of this high school who are fraternity members have been breaking it. They are as guilty of lawbreaking as is the man who steals another's property or takes another's life. No law-abiding school which is endeavoring to train American citizens should tolerate for a second the existence of such illegal organizations.

We hold to the theory that the majority of the school does not approve of fraternities. We believe that if the question is put straight to them they will declare themselves as against such organizations. It is an undemocratic thing that a small minority as represented by the fraternity membership should place a blight upon this school of which the majority of the students disapprove.

It is time that we as a school take cognizance of the danger that high school fraternities present to a united school spirit and the clear thinking students of the school decide once and for

A WELL-ARRANGED EDITORIAL PAGE

Note the organization of the staff, which is divided into two groups—the Odds "getting out" the paper one week and the Evens the next—; the "boxed" platform of the newspaper, followed by the editorials and editorial paragraphs; the humorous column and the stairstep arrangement of the advertisements.

all whether or not the fraternity shall again be allowed to gain a foothold in our school and start again its task of demoralizing the democratic atmosphere of our school life.

Fraternities are illegal and do not stand for the best things in the school. They tend to divide the school into factional groups, each working against the other and neither one working for the good of the school. To us there is no argument which can justify their existence in Council Bluffs High School. Their presence is a menace which can be coped with in no other way than by their total extinction. They have been dealt a death blow by the authorities of the school, but it is now up to the students to complete the work which the authorities have begun.

The News Peg

Thoughtful reading of magazines, periodicals, books, particularly newspapers, suggests many pegs on which to hang editorials. An editor is indeed stupid who does not welcome the gift of "seed corn" from a friendly hand. These suggestions, based on the news of the day as printed in the home town paper, the school journal, or the "exchanges," lend themselves to a variety of treatment. History, biography, personal achievements, science, literature, significant events, campus episodes come within the circle of the editorial spotlight.

To the news announcement (with which the editorial generally opens), the writer must add interpretation and comment.

The following editorial is good example of the editorial built around a news event:

CRIBBERS

A short time ago 106 students of Cornell were charged with cribbing. They not only brought shame upon themselves, but they disgraced their parents and their school.

Cribbing seems to be the favorite indoor sport of some students. Before an examination they are very busy writing out ponies. These sometimes are large enough to be called horses. Armed with these they bravely go to their tests.

They are sailing under false colors. The cribber is the lowest kind of cheat. Have you ever stopped to define cheat? A cheat is a liar, a thief, and a sneak. He takes a high mark, while the student who has studied often gets a much lower mark. If left to his own merits, he would have his paper decorated with a large red D. This unwise student often thinks he is "putting one over" on the teacher. This is not the case; the one to suffer is the student.

Shun the cribber. He is not only cheating himself but he is cheating you. He steals the same credit that you have labored so hard for. Would you be proud to claim the burglar who had entered and robbed your home, as your friend? Of course you wouldn't. Then why have anything to do with the classroom cheat? If every one would shun the cribber, he would become an extinct species.

— *Proviso Pageant*, Proviso Township High School, Maywood, Ill.

Significant Events and Occasions

Holidays, anniversaries, seasons of the year, gala occasions, also give warrant for extended editorial discussion, often with some comic relief.

No essay, based upon childhood's sweetest adventure, has won for itself so extensive a circulation as "Is There a Santa

Claus?" published in the New York *Sun*, September 20, 1897. Its sentiment, message, and phrases, are almost as well known as Lincoln's immortal Gettysburg speech. Francis Pharcellus Church wrote it one day, without a thought of creating a literary masterpiece. It follows:

IS THERE A SANTA CLAUS?

We take pleasure in answering at once and thus prominently the communication below, expressing at the same time our great satisfaction that its faithful author is numbered among the friends of *The Sun*.

"Dear Editor: I am eight years old. Some of my little friends say there is no Santa Claus. Papa says 'If you see it in *The Sun* it's so.' Please tell me the truth; is there a Santa Claus?

Virginia O'Hanlon.
115 West Ninety-fifth Street."

Virginia, your little friends are wrong. They have been affected by the scepticism of a sceptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant, in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole truth and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to our life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary as if there were no Virginia. There would be no childlike faith then, no poetry, no romance, to

make tolerable this existence. We should have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You may tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God! he lives, and he lives forever. A thousand years from now, he will continue to make glad the heart of childhood.

The Constructive Type

Correction, criticism, and admonition also serve to shape editorials designed to accomplish specific ends. Editorials of this sort written for the school paper may make concrete recommendations. Such timely topics as the need of fire drill in the schools, the expulsion of students who bet on games, the curbing of extravagance in graduation gowns, earn their

right to be openly discussed. Such pertinent editorials render helpful service, provided they lay firm emphasis on helpful suggestion and do not deal in personal abuse. Cross-grained fault finding is of little value. To point out an abuse and to offer a remedy is one of the highest functions of the editorial. Note this specimen:

> **CONDUCT IN THE HALLS**
>
> The students who are excused at the end of the sixth and seventh hours are growing very careless as to their conduct in the halls. The classes in session the seventh and eighth periods have been much annoyed by the loud talking, laughter and constant passing to and fro of pupils in the corridors and in the basement.
>
> Although pupils have been repeatedly requested to leave the building quietly and at once at the end of their last period, there have been numerous complaints of the violation of this rule. Work in the office and in the various class rooms has been seriously interfered with. The disturbance comes from both the boys' and girls' part of the building, according to reports.
>
> Manual students have enjoyed much more freedom of conduct than students in many other schools are allowed. The best way to show our appreciation of this leniency is by not abusing it, and by observing the few rules that have been made.
>
> — *The Manualite*, Manual Training High School, Kansas City, Mo.

The Informal Essay

The genial philosopher may also make valuable contribution to the editorial column. A playful fancy is always welcome, even though the subject matter lacks importance.

Human-interest in the editorial gives it personal appeal. Read this nicely-phrased essay:

TWO TYPES

A string of dance programs encircles his room, his date book is filled with notations on every page, stubs of tickets fill an entire drawer on his desk, and his waste-basket is full of discarded programs. Shoved back on the far rim of his desk are a few dusty books. On the dresser is the camouflage of his social attraction and the mirror is obscured by the portraits of beautiful girls. A shining brass smoking set, dusty with the ashes of many an Omar and Melachrino, is strewn upon his table. In an easy chair lolls a bathrobed, slippered, collarless figure reading Hearst's or the Cosmopolitan.

He has been in school three years. He has 47 hours' credit and his average is 74.2.

A neat row of books, easily accessible, is on the back of the desk. A few pencils and a fountain pen show evidence of use recently. There is a quiet atmosphere about the room that betokens the man of character. His dresser is unpretentious with knick-knacks and his wardrobe is in order. At a table sits a clean-cut young man, engrossed in a book that looks suspiciously like a text.

That man has been in the university three years. He has 102 hours of university credit and his average is 86.3.

Take your pick.

— *The Daily Illini*, University of Illinois.

Letters to the Editor. — While office-made editorials are upbuilding and helpful, the editor of the school paper should not forget that readers may have equally valuable opinions. He should encourage expression of them by establishing a Letter Box Department, where these opinions may be

printed. Anonymous letters, assailing somebody, deserve the waste-basket. If the editor has a friend who is keenly interested in a certain matter, he should ask him to write a communication for the readers' column. Staff members should also assist in keeping the pot boiling.

Other Materials for the Editorial Page. — Opinion is the chief ingredient of the editorial page. Opinion is a mothering word which may also cover feature articles, book-reviews, criticisms of plays, school assemblies, concerts, "movies," and comments clipped from exchanges,[1] all displayed appropriately. Note that each of these, because it offers a personal opinion, is editorial in tone, and thus wins a place on the editor's page.

If at all possible, advertisements should be kept off this chosen preserve, just as they are kept off the front page. Every article, whether an editorial or an entertaining "feature," should assist in giving harmony of tone. The page can be artistically arranged, like a jeweler's show-window. At all times it should be optimistic, inviting, and comradely.

Waging a Campaign. — The writing of editorials is not the sole function of the scribe who voices the paper's opinions. He will also be called upon, from time to time, to promote and encourage school enterprises. The easiest method is to publish enthusiastic editorials, but unluckily these do not always bring about the desired result.

Most readers need more light, not more heat. Once the information is within their grasp, they will act upon that information. The editorial writer, therefore, is first called upon to wage a campaign of education through the printing

[1] An interesting study may be made of such clever columns as "A Line O' Type or Two" by Paz in the Chicago *Tribune*, and "The Conning Tower" by F. P. A. in the New York *Tribune*. Students may be set to work compiling material for a similar column, using life around them as a basis for comment.

A Well-Constructed Editorial Page

This page is almost entirely devoted to opinion, with no news stories or advertisements. Note the editorials set double-column; the three-column cartoon flanked by heads in the same type; the two "boxed" heads balancing the *Truth, truth* head under the cartoon, and the feature story *When Jackie Returned* at the bottom of the page.

of the facts. This means the active coöperation of the reporters in writing constructive stories that lead naturally to the making of readers' opinions.

If the editor believes, for instance, that his school needs a trophy room, he should first seek to develop an interest in such a project by printing all the information he can about trophy rooms in other schools, with probable cost, indicating the uses to which the trophy room may be put. Interviews from students, alumni, and instructors may well serve to develop interest and to prepare the ground for the dropping of that seed of suggestion later on which will grow into concrete plans to secure a trophy room.

After all the facts have been presented in a variety of ways, the editorial writer is ready to apply them. He may then urge and argue with effectiveness. He may seek the prominent position of the first page to present his views; he may offer a series of articles presenting the reasons that make a trophy room desirable. Such a campaign requires ingenuity, perseverance, patience, a willingness to remain in the background while other hands do the work. Indeed, the best campaign is that which enlists the service of other people, caught in the sweep of the editor's enthusiasm, and convinced that something should be done.

SUGGESTIONS FOR EDITORIALS

Grades
Hobbies
Discipline
Vacations
Swear Not!
Chalk Dust
Soft Snaps
Class Hats
Chapel Talks
Snow Shovels
Plant a Tree
Fireside Patriotism
"Movie" Reform Needed
The Misuse of Holidays
Championship Prospects
The "Movie" as a Teacher
A School Benefactor
The First Christmas
We Salute the Janitor
The Need of Fire Drills
Playing the Game Square
What College, Senior?

Formal Dances
A Boy We Know
Two Weeks Till —
Abusing Books
Gridiron Manners
The Hurry Element
Our Weekly Quiz
An Honor Student
Respect for the Law
A School Memorial
The Books We Read
The Death of a Dog
A Poet's Birthday
An Up-to-date Fable
Fathers and Mothers
Gridiron Wrangling
Graduation Dresses
Ivy for Remembrance
Under a Microscope
The Tooth Brush Brigade
"We See By The Papers"
Cheating and Cheaters
Wanted — A School Bank
Wanted — A Trophy Room
Abolishing Final Exams
Littering the School Yard
Courtesy in the Class Room
Community Night for Parents
Everyday Science (a series)
Suppress the "School Kidder"
Catch the Cloak-room Thieves
A Model Dress for School Wear
How to Treat a Chaperone
Needed — School Improvements (a series)
A Memorial to Our Soldier Dead
A Banquet for Fathers and Sons
Cultivating Traditions
Hoodlums in the Gallery
Abolishing High School Fraternities
The Americanization of Play Grounds

PART II

CHAPTER VIII

MAKING THE SCHOOL NEWSPAPER

Establishment and Staff Organization

An Educational Force. — The printing of news, although its most important one, is by no means the modern newspaper's only function. In addition, it endeavors (1) to construct wholesome public opinion; (2) to establish a market-place for buyers and sellers in its advertising pages; (3) to be of personal and public service; (4) to furnish entertainment; (5) to add to the vast store of general knowledge. It thus becomes a great educational force, a worthy companion of the school and church as a public teacher.

Interpreter of the School. — The school paper, interpreter of a smaller, more compact world, has precisely the same mission to perform. Activities of young people, although far less significant and absorbing, constitute real news. Life in the school building, on the gridiron and debating rostrum, in the yard, down town, in the country, is real and important. This life is the subject matter of school journalism, to be sought and recorded for the benefit of all.

The Paper's Program. — The relationship of the paper to the larger interests of the school is still more intimate. Not only must it gather and print all the school news; but it must also assume many other obligations. The range of its duties may be briefly summarized as follows: (1) to unify

school spirit; (2) to form and influence student thought; (3) to encourage worthy school enterprises; (4) to build up respect for constituted authority; (5) to foster clean sportsmanship; (6) to serve as a medium for the expression of student opinion; (7) to acquaint parents with the progress of the school; (8) to promote good scholarship; (9) to work constantly for the welfare of the school.

Publication of a school paper may result in many by-products of lasting benefit to those concerned. The work of English composition, once a bugbear, perhaps, now becomes a fascinating art. Instead of a theme on "The Art of Living," about which he knows very little, the reporter writes of an inter-literary society debate, characterized by spirited rebuttal and close rivalry. He begins to appreciate the value of his report because it is printed in the school paper. He knows the pleasure of seeing his stuff in print; is given an incentive, and is spurred on by the joy of the builder. Instead of talking to a small group of "pals," he now speaks into the megaphone of a newspaper — and the entire school listens.

The practical training afforded students entrusted with the business affairs of the paper is of equal value.

The Field. — At first glance the prospective founder of a school paper may find himself discouraged. The field, set alongside that covered by the big city journal, seems limited, barren of news. At the outset the editor needs to be informed that first-page sensations, paraded in glaring streamer headlines, are not the materials of school journalism. He will not be called upon to report the fall of a world power, but rather to collect the small coin of everyday life. And this is abundant, once the eyes are trained to find it.

Every school, large or small, is ripe for the harvest. News may disclose itself, for example, under the following guises: (1) personal items about teachers and students; (2) new

courses of study; (3) laboratory experiments and happenings; (4) debating contests; (5) class meetings and activities; (6) changes in the teaching staff; (7) teachers' meetings; (8) social events; (9) athletic contests; (10) lectures; (11) prizes and honors; (12) additions to equipment; (13) entertainments; (14) school board meetings; (15) town events; (16) activities in other schools; (17) school exhibitions; (18) visiting days for parents.

These nuggets — and there are many more — may be discovered in almost every school if the pick of investigation is energetically applied. Do not imitate the city paper; be content to cover your own territory.

Encouragement for the Teacher. — The teacher, too, as the second party in this journalistic partnership, may, perhaps, look with dismay upon the establishment of a school paper. Class schedules are already jammed; the addition of more work, the teacher thinks, is sure to make his responsibility heavier. Quite the contrary is true. A school paper, like a self-starting motor, generates its own power. The zest of writing for publication gives a thrill of novelty to class work, and kindles enthusiasm and industry. There is no task that enlists such joyful, willing service, whether the worker be an amateur just learning to handle his tools, or a seasoned veteran who has for many years watched the world go by.

The story of the Scottish lad, who carried on his shoulder his younger brother, is typical of the loyalty shown by the average reporter. "And isn't he awfully heavy?" asked a bystander of the wee, stumbling laddie. "Aye, not at all," came the answer, "ye see, he's my brother." And so may the amateur journalist, who loves his work, find a happy adventure in the heaviest task.

Cooperative Effort. — A school paper, sponsored by one or two dictatorial students, is doomed to failure. It is

only as everybody lends a hand that the paper becomes an adequate medium of information for the entire school.

Enlistment of many minds and talents to do the work spells success. There is force behind the fist because each finger assists in adding strength to the whole; the same force lurks behind any newspaper operated by a corps of workers who give it their wholehearted devotion.

Finding a Name. — It is essential that our newspaper fledgling have a striking name. That name should be dignified, neat, and informing. Such startling contortions as *The X-Ray*, *The Trapeze*, *The School Defender*, *The Eye-Opener*, are not only inappropriate, but meaningless. Better choice would include *News*, *Chronicle*, *Worker*, *Torch*, *Herald*, *Clarion*, *Gazette*, *Observer*, each associated with the name of the town or school as, *The Clintonian Herald*. Such a name-plate fully identifies the paper.

In choosing a medium of display for this name-plate, the editor will do well to avoid, in the first place, a fanciful pen drawing, even if well executed. After a time it will be found tiring to the eye. Ornate, shaded letters are open to similar objections; they are out of harmony with the simple outlines of Roman type used in the body of the paper. A simple, conventional type face is always preferable. A sample may be found in any reputable newspaper. Once chosen, the name-plate should not be changed. It is the paper's trade-mark, not to be trifled with by whimsical editors and printers. Respect it as you respect your own name.

Added personality may be given the paper by the printing of a quotable slogan under the name-plate.[1] An office motto (observe the New York *Times*, "All the News That's Fit to Print"), helps to popularize the paper as an institution. A one-column reproduction of the name-plate is useful

[1] Throughout the text the author has employed many technical expressions. Beginners should learn the vocabulary of the craft. A dictionary of common newspaper terms is printed in Part III.

as the editorial flag. It may also appear in modified sizes on office stationery and window sign.

Some papers employ ruled boxes — dubbed ear-tabs — on either side of the first-page name-plate. These may be used for special announcements; they have decided advantages.

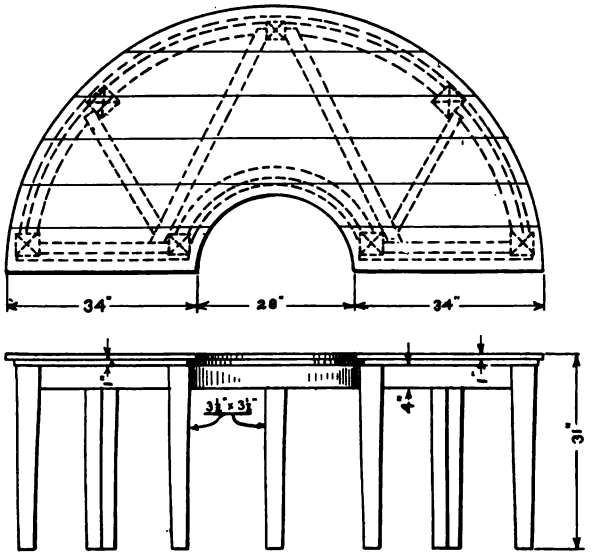
Equipping the Office. — The newspaper headquarters should be arranged as nearly as possible like the local room of a big newspaper. Generally an unused room within the school building can be utilized, especially if work on the paper is recognized as laboratory credit by the authorities.

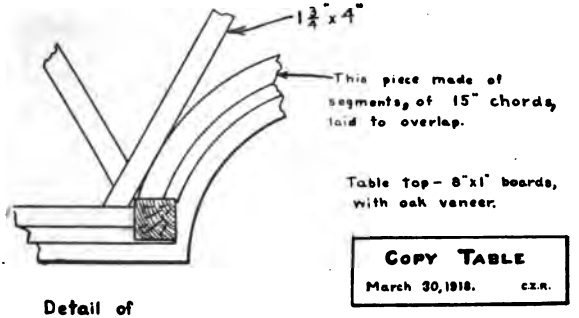
One of the first requisites is a large table for reading copy. This table may be of the ordinary sort, or especially built in the form of a half circle, which allows the chief copy-reader to sit in the hub, with his assistants in easy reach around him. Such a table, used in many newspaper offices, may be made by boys in the manual training workshop. Note specifications on page 175.

Upon or near this copy-table may be placed: (1) a double-deck wire basket for unedited and edited copy (the purpose of each deck plainly designated); (2) a telephone and a chained telephone book; (3) a book of synonyms;[1] (4) a paste-pot and brush; (5) a pair of shears chained to the table; (6) a street directory; (7) a dictionary. No copy should be sent to the printer without "going through" the copy-desk.

Typewriters are almost indispensable in the newspaper office. They enable reporters to produce clean copy, and prevent errors due to illegible scrawls. A typewriter is also

[1] The author recommends *Synonyms and Antonyms*, compiled by Samuel Fallows and published by the Fleming H. Revell Co., New York; also *Allen's Synonyms and Antonyms* by F. Sturges Allen, Harper & Brothers, New York.





Detail of Corner Joint.

SPECIFICATIONS FOR MAKING COPY-TABLE

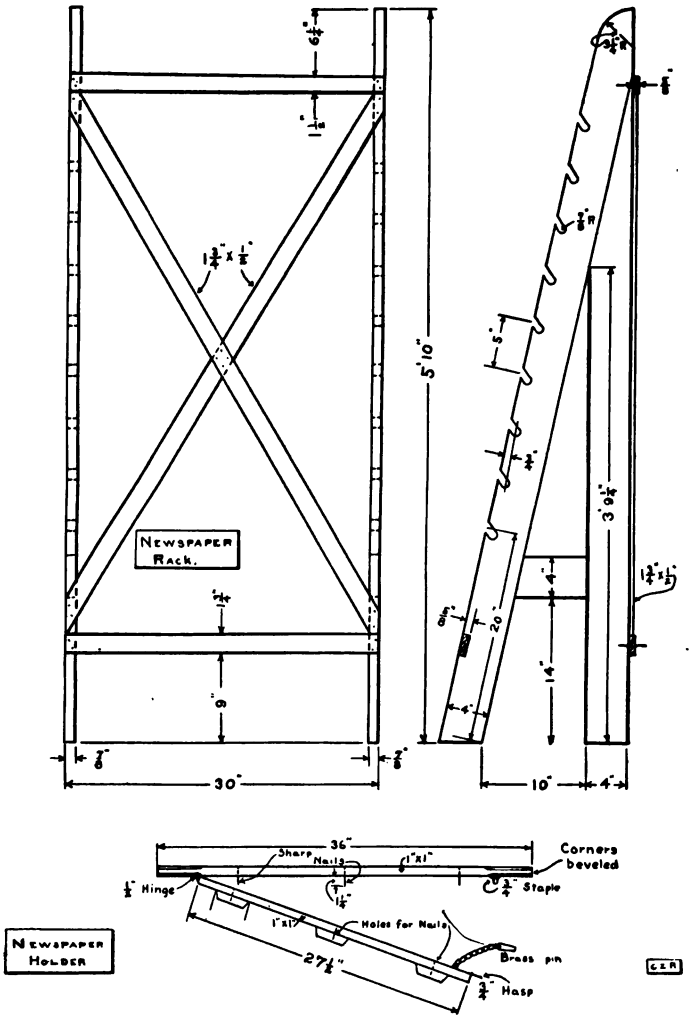
invaluable in building headlines, as automatic spacing makes the counting of units unnecessary. If possible the office force should supply itself with several machines, and encourage production of typewritten copy at home. A few second-hand machines may be rented for a small sum. (One office got a brand-new machine in exchange for advertising.) The typewriter is a necessary item in a reporter's equipment; its dexterous use is insisted upon by schools of journalism. Every reporter should learn to operate a machine, if with only one finger.

A bulletin-board is another useful device in the local room. Here may be posted newspaper clippings, announcements to the staff, a calendar, a current issue of the paper with penciled comments on specific stories by the teacher or editor, — many other things of interest.

A map, pictures of distinguished journalists, reproductions of great newspapers, a clock, two or three wastepaper baskets, and framed original cartoons likewise tend to reproduce the atmosphere of a local room, surcharged with a bracing spirit of work and coöperation.

Newspapers on File. — No school publication can become thoroughly professional unless built on approved models. Newspapers from near and far will be of material aid to the staff in discovering and applying methods of newswriting, headline building, and make-up, as practiced by the big brothers of the craft.

A few well-chosen metropolitan dailies, representing prevailing types of journalism, and arranged in racks alongside the home papers, will be found exceedingly useful. These papers should be studied critically; they constitute a real book of knowledge. The school authorities will probably be willing to bear some of the expense of subscribing for them.



SPECIFICATIONS FOR MAKING NEWSPAPER RACK AND NEWSPAPER HOLDER

Selection may be made from the following list of well-edited dailies:

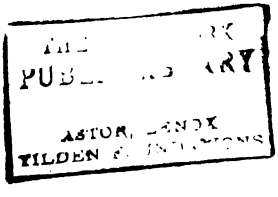
New York *World*
New York *Times*
New York *Tribune*
New York *Evening Post*
Philadelphia *Public Ledger*
Brooklyn *Eagle*
Chicago *Tribune*
Kansas City *Star*
Springfield, Mass., *Republican*
Milwaukee *Journal*
Boston *Herald*
Boston *Evening Transcript*
Omaha *World-Herald*
Ohio *State Journal*
Los Angeles *Times*
Portland *Oregonian*
Christian Science Monitor
Washington *Star*
San Francisco *Chronicle*
St. Louis *Globe-Democrat*
Atlanta *Constitution*
Detroit *News*
Fresno (Cal.) *Republican*
Indianapolis *News*

The foregoing papers may be read at a library table provided for the purpose. Magazines and exchanges should be arranged in a rack so as to be easily accessible to the students in the laboratory.

No mention has been made of the desks of the editor and the business manager; these will vary in different offices. Needless to say, both boys should have convenient places in the local room.

A Real Work Shop. — While it is advisable to encourage informality among the workers in the laboratory, it should not be forgotten that the office is a real workshop, where foolishness should have small play. The task of preparing a newspaper should be approached seriously. Earnest attention to business should characterize every working minute.

Printing the Paper. — The ideal arrangement for printing the paper is to entrust it to the school printshop, which, in many places, is installed as a laboratory for the course in journalistic writing. Here the young journalists-printers may set type, read proof, get the paper to bed, and transact every detail of newspaper publishing, all under competent direction.


PUBL
ASTOR, LENOX
TILDEN

CLASS IN COMPOSITION
Lane Technical School, Chicago

In most instances, however, the printing will be done by a commercial printer at a rate fixed by contract. The percentage of news and advertising — a fair distribution is fifty per cent for each — should then be carefully specified, and additional charges agreed upon for over-time and type changes. If editors are inclined to accept suggestions from the foreman, a better product is assured. Rules of the typographical union forbid amateurs to put type into the forms. Trouble may be avoided if printers do all the work, carrying out the instructions of the editor.

The Test of a Newspaper. — Nothing so advertises a newspaper as *worth*. If the stories are well written, the news carefully gleaned, and the proof read with care, the paper acquires a reputation that carries it far beyond the bounds of the school yard. Every effort must be made to win and deserve this high regard of readers. Only painstaking work, constant criticism, a laudable ambition to improve with every issue, will bring results. Counsel from older heads is invaluable. Good friends will guide the perplexed editor around many a pitfall, and keep the paper free of countless errors in judgment and taste.

Developing Power. — A heap of scrap iron is inert and powerless, but organize it into an engine, and it becomes a thing of strength. Add an engineer to control the locomotive's throttle, and a fireman to stoke its furnaces, and one has an almost perfect example of applied energy. A moving locomotive is a type of scattered forces harnessed for use.

Journalistic aptitudes "run wild" in every school unless they receive the organizing touch. No power can be developed in running a newspaper unless efforts are concentrated. Each cog must have a function to perform, each man a delegated, specific work to do. The net result is efficiency. First there must be editor-in-chief (the engineer); then the stokers (copy-readers, department editors, and re-

porters); next the men who supply motive power (business manager, subscription and advertising solicitors); lastly, the switchman who guides the train safely to the right track and to its destination (the adviser).

Most school papers need to eliminate guess-work, chance and personal whims, adopting in their stead coöperation and organization. A system that explores every news by-way; another system that edits copy for publication; another for correcting proof and getting the paper printed, should be inaugurated. Into this organization should be dovetailed competent business management. If a small group of students attempts to perform all these functions the machine will break down through inattention and bungling.

Surveying the Field. — The first requisite is to focus attention upon the goal to be reached. If a paper is to be efficient its organizers must first survey the field. What different interests are represented in the school building and within the various clubs and societies? For instance, what is being done by the classes in literature? What are the boys making in the manual training workshop? What new recipes are being tried in the domestic science kitchen? What are the art classes modeling, painting, sketching? How are the rehearsals for the high school cantata progressing? What are some of the pupils doing in their spare moments? What are the various athletic teams accomplishing at practice and in regular contests? What are some of the neighboring high schools doing? Have any alumni won great success in the business world?

These questions merely indicate the diversity of topics that should be mirrored in the high school paper, if it is to represent, as it should, all significant school activities and interests.

Dividing Up the Work. — Now, of course, no select company of students is equally qualified to act as helpers. If

all these things just mentioned are to find expression in the paper they must be written by students in intimate touch with them. One girl reporter may be delegated to cover all the activities of the girls, with assistants under her. Another student may be assigned to "cover" athletics. The artist may be held responsible for news of the drawing classes.

The duty of contributing verse and short stories may fall upon ambitious authors. Each class should have its own correspondent responsible for class items. Paragraphs concerned with alumni who have "made good," might come from another group of students. The clipping of interesting bits from exchanges should also prove a fertile field. The art features might be delegated to the staff photographer and cartoonist. These are known as departments, all directed by sub-editors.

For example, see at top of next page the complete news and business organization of the *West High Weekly*, published at Minneapolis, Minn. Note that each representative fills his own delegated office.

The Editor-in-Chief. — Just as every locomotive must have an engineer, just so must every newspaper have a similar pilot to direct its course.

Generally, the position of editor-in-chief is awarded to a senior who has proved a skillful news-gatherer, a good student, a tireless, careful worker. If he is to direct members of his staff, however, he must be qualified to do more than produce ringing editorials. He must display imagination, initiative, tact, resourcefulness, kindliness, and fairness. He should instil in his staff an enthusiasm for work, and at all times command their respect. As an executive he must plan news policies, supervise subordinates and reporters, keep the newspaper vigilant and enterprising. The welfare of the entire school rests upon his shoulders. If he is intensely

WEST HIGH WEEKLY

"WEST WINS!"

ENTERED AT POST OFFICE OF MINNEAPOLIS, MINN., SEPTEMBER 6, 1916, SECOND CLASS MAIL

BOARD

Editor-in-Chief

Ruth Smalley

Associate Editors

Hermon Arnott, Grandin Godley, Ruth Hanks, Donald Cleveland

School News.....Helen Carpenter, Ethel Moore, David Stephenson
Literary Editor.....Maude Ramm
Verse and Werse.....Ruth Bothne
Departments.....Margaret Senesac, Joe Goldberg
Features.....Merrill Folsom
Clubs.....Leora Sherman, Emil Wunderlich
Athletics..Arthur Drew, Arthur Ames, Ruth Murray, Merritt McDonald
Personals.....Heinrich Kuhlmann
Faculty Adviser.....Miss Edith M. Penney

BUSINESS MANAGEMENT

Business Manager.....William Heegaard
Assistant Business Manager.....Jerome Goldberg
Advertising.....Marjorie Thill

Assistant Advertising Manager, Frederick Osander
Solicitors, Fred Ritchie, Lansing Burton, Ivan Milkes

Bookkeeping.....Marjorie Thill
Mailing.....Jeannette Perry
Faculty Treasurer.....Thos. P. Gruwell

Printed in the West High Print Shop under the direction of E. W. Lawrence, Instructor of Printing

interested in his work, the rest of the staff will catch his spirit.

Selection of the editor-in-chief is best made by a committee, consisting possibly of the retiring editor, the retiring business manager, two students elected by the school, the principal, and the instructor in English or journalism. This body represents the board of control. Applications for places, with submitted stories to support the candidacy, may be received by the board in April and a choice announced May 1. To reach a decision the board may ask a junior, who is an applicant, to try his hand on an issue of the paper about the first week in April. Another junior may try it the second week, another the third week, so that when election day comes the board has the three or four successive issues as a basis for selecting the new editor. The board thus has opportunity to gauge the ability of each junior competing for the place of editor-in-chief.

Appointing the Reporters. —At the outset, the wise editor-in-chief confesses his inability to make a good paper unaided. He must rely on sub-editors and departments chiefs, and upon a small company of capable reporters. All places on the staff should be awarded solely on merit, possibly after consultation with the instructor in English or journalism, who is in a position to be of great help to the entire staff organization. A boy should be placed in charge of a special department, not because he is a "pal" of the editor-in-chief, but because of his outstanding ability.

If the editor finds some of the staff members lazy and unreliable, he should drop their names from the roll printed on the editorial page, and insert other names. It should be an honor to be listed on the staff. No printed recognition or class credit should be given reporters unless they have done the work assigned. Severe penalties should also be levied upon reporters persistently inaccurate. Publi-

cation of the names of these erring news writers is usually effective.

Printed corrections of mistakes should be a fixed policy of the paper.

Starting the Machinery. — It is assumed throughout this discussion that the school newspaper is issued once a week. Few schools can afford to publish a paper oftener, and a monthly literary publication, profusely illustrated, scarcely possesses live news appeal. The School Annual, published at the end of the year, performs this latter function more acceptably. Publication of news is really the one reason for having a school newspaper, although other interesting material — short stories, verse, book reviews, themes, class exercises — may also be used with profit in its columns.

Thursday would seem best adapted as publication day. Thursday is a convenient turnstile in the week's calendar. Of course, this means that news must be gathered on Monday, Tuesday and Wednesday, as a part of laboratory duties in connection with a journalistic course, or as distinct from school routine. In the latter instance afternoon hours from 4 to 5:30 o'clock have obvious advantages. The make-up of the various pages of the paper may be reserved for Wednesday night.

Making assignments to reporters is the first duty of men on the copy-desk. After the stories are written and handed in these same men edit them for publication. The instructor, acting as head copy reader, may be present at the hour set to give advice on knotty points.

The use of the assignment sheet is illustrated on the following page.

Special articles, not especially newsy, may be prepared the previous Friday or Saturday, so as to reserve the first days of the week for live news. Stale news — Friday, Saturday, Sunday's happenings — does not deserve as much

NEWS ASSIGNMENTS

For Issue of Thursday.....

Check	*Story and Source*	*Reporter*
	See Janitor Jones (What is the matter with the furnace?)	Dick Simpson
	See Tom Dorgan (When are pictures coming for Assembly Room?)	Ralph Hindman
	Domestic Science Notes	Gertrude Simpson and assistants
	Manual Training Notes	George Finney and assistants
	Clintonian Society Meeting (Last Friday)	Hazel George
	Junior Class Frolic (Last Saturday night)	Edith Boling
	Clippings from Exchanges	Ethel Ford and assistants
	New Furniture for Study Room	Ed Brown
	Alumni Items	Sam Higgins and assistants
	Football Practice Notes (Monday–Tuesday	Bob Burton
	Class Personals	
	Freshman	Mabel Rich
	Sophomore	George Duncan
	Junior	Ethel Crawford
	Senior	Floyd Poston
	Principal's Office (New Automobile?)	Tom Scanlon
	Teachers (Ask Miss Johnson about her guest)	Merle Johnson
	Plans for Freshman Masquerade (Friday)	Paul Powell
	What is Doing in Debate? (Has date been set?)	Ed Brown
	Girls' Basketball Practice (Monday–Tuesday)	Gladys Rombo
	Gymnasium (When are New Sweaters Coming?)	Ralph Hindman
	Red Arnet's Automobile	Bob Burton
	Personal Items	Everybody

detail as fresher events. It can be conveniently arrayed in the inside pages.

The schedule of work in laboratory periods, worked out by Mrs. Eva W. Case, instructor in journalistic writing in the Manual Training High School, Kansas City, Mo., is worthy of duplication. It follows:

Thursday. — Copy on editorials, exchanges, and special features handed in and edited. Begin inside copy dummy. Read hold-over proofs; tentative advertising dummy.

Friday. — Assembly report, hold-over school news, and news from other schools handed in and edited. Thursday's proof read.

Monday. — School news, especially sport and societies, handed in and edited. Friday's proof read. Begin outside copy dummy and inside dummy proof. Revise advertisement dummy.

Tuesday. — School and city copy handed in and edited. Make-up on pages 2 and 3 begun. Proofs on Monday's copy read. Proof dummy of pages 1 and 4 begun. Last day for advertising copy.

Wednesday. — Go to press on pages 2 and 3. Belated outside copy, not to exceed 15 inches, may be brought in. Proof read. Make-up on pages 1 and 4 begun. (Page proofs must be read by editor and instructor later in the day, usually about 2 or 3 o'clock; late news inserted by this method.)

Outside pages printed Thursday morning in print shop and distributed at fourth period (10:30 A.M.).

News Beats and Runs. — Specific assignments are not the only dragnets of news. Reporters must also be sent out on definite beats and runs, the traversing of which unearths many stories previously unknown to the news editor and to themselves It is only as reporters visit certain offices, rooms, and teachers every few days, asking questions as they go, that much routine news is gathered.

These duties should never be neglected, as the great bulk of news worth while comes by personal solicitation on beats

and runs. The paper should never go to press with a beat uncovered. Most of the small items are garnered from officials, clerks, shop-keepers, and other people in authority, by reporters who have called upon them in the course of the day's work.

The Duties of the Reporter. — The reporter is a most important cog in a newspaper organization. A paper may get along without an editor for a time, but unless it has messengers to find and write the news, it ceases to be valuable. And since the readers of the paper depend upon the reporter — the eyes and ears of the paper — he should make every effort to prove worthy of the trust. He should overcome his fear of people. He should cultivate courtesy and perseverance. He should try constantly to improve his written expression.

Whether he uses a typewriter or a pencil, the reporter needs to know that speed is not the first commandment in newspaper writing, but rather accurate presentation of facts. He should be fair to every fellow student and to every teacher, and not too proud to acknowledge his mistakes. He should be constantly on the alert for the sign of a story, even if it is not assigned to him. It is only as the reporter tips off the editor to hidden news, that novel stories can be secured.

The Staff Meeting. — A staff meeting held on the day after publication will be found invaluable. Here the editors, reporters, and department heads come together to talk over their week's product. The adviser should be invited to attend that he may point out faulty diction and bad blunders in the week's issue, along with the proffer of suggestions which may improve the tone and quality of the sheet. (Criticism is a good tonic, though often bitter.) Occasionally a downtown newspaper man might be extended a similar welcome. Let him chat on some practical phase of newspaper work.

The editor-in-chief will find the staff meeting exceedingly profitable. Here he may outline policies for a news campaign, suggest certain changes, and reap the advantages of informal discussion. Every member of the staff should offer suggestions to aid the editors in their work. Poor stories, as well as good ones, pointed out by the editor or instructor stimulate newspaper instinct.

Business Management

The Business Manager and His Helpers. — The business manager, whose duty is to develop income and direct payment of bills, should be an advanced, energetic student, and of quick, methodical mind, with an aptitude for bookkeeping and business detail. He should be honest and dependable, chosen by the board after a careful examination of his fitness for the job. Selection of his helpers should follow the same careful scrutiny of available candidates.

When advertising, subscription, circulation, and collection assistants are elected at the same time with the business manager, ample opportunity is given them to acquaint themselves with the running of the business, so that they are in a position to carry on the work satisfactorily the next year when selection is made of another business manager.

Needless to say, the assistants should be under the control of the business manager; he in turn must answer to the board for his administration of the finances of the paper. The business manager should see to it that his books are always ready for inspection, and that bills are promptly met.

Making the Paper Pay. — News organization is a thing that is never to be minimized. The real problem, however, is to make the paper pay. It must be sold at a profit, or go out of business. However interesting the paper may be, however well it may be printed, it must keep a tidy sum on

the profit side of the ledger, or fail. It *must* meet its printing and postage bills, and besides earn a fair sum for its promoters. (The editor and business manager deserve school credit for their services, and some set salary as determined by the Board of Control. Engraved watch fobs or other appropriate keepsakes may be awarded members of the staff.)

The revenue of any newspaper comes from two sources: (1) *Subscriptions;* and (2) *Advertising.* There are no other channels, unless the paper is supported either by private funds, or by school subsidy. Both tend to destroy personal initiative.

The paper is the official organ of the school; every loyal student should subscribe for it. No copies should be given away, not even to members of the staff. Solicitors should call upon each pupil and teacher, presenting the paper's claims, and making clear that it is not a charitable enterprise, but a business proposition.

The practice of printing a wail to subscribe does not make converts, because such an appeal is seldom seen by non-subscribers. Often a little talk by the editor or the principal at morning chapel, particularly at the beginning of the school year, will bring desired results.

Some Useful Blanks. — Earnest personal solicitation, however, is better adapted to capture subscribers. To avoid misunderstanding, each subscription solicitor should issue a receipt for money received, and indicate clearly on the office card the exact time of expiration.

Two blank forms will be found useful in keeping tab on collections and subscriptions. To avoid confusion these may be printed on paper of different colors. The numbered stubs (filled out with the subscriber's name, with money received) are to be turned back to the business office by the collectors. The first form (white) is for money received:

No. 1

No.....Date.....192..
Received of.....
Street.....
City.....
$.....for subscription in full to *The Clintonian Herald*.....
.....
No. Copies.....
Collected by.....

No.....Date.....192..
THE CLINTONIAN HERALD
RECEIVED OF.....
.....Dollars, $.....
in full for subscription to *The Clintonian Herald* for.....
THE CLINTONIAN HERALD
K. G. Brown, Business Mgr.
Collected by.....

The second form (yellow) is for subscriptions to be paid fully before the close of the year:

No. 2

THE CLINTONIAN HERALD
K. G. Brown, Business Manager.

No.———

CREDIT SUBSCRIPTION

Contract *Date*.....192..
Please deliver the Clintonian Herald to
Street.....City.....
for.....of the school year 19...
for which I agree to pay the balance on the subscription price *on or before Nov.* 1, according to the following rates — 75 cents per year; 50 cents half year.

No.———
Date.....
THE CLINTONIAN HERALD
has received from
.....
a deposit of $....
on credit Subscription Contract.
Signed.....
Solicitor

No. 3 (For Partial Payments)

DEPOSIT PAID
THIS DATE $.....
Signed.....
To be signed by the subscriber
Taken by.....
Solicitor
DO NOT TEAR THIS OUT OF BOOK

Meeting the Costs. — Not a few school periodicals die because their producers do not know how to cut down the wastes. The magazine type of school publication — with fancy cover, glossed book paper, stapled and trimmed leaves, numerous half-tone cuts — is a luxury few schools can support. The make-up of small magazine pages will send printers' bills sky-high. The newspaper form — four or five columns wide, with proportional length of page — is much less expensive and generally more satisfactory.

Of course, if the paper can be printed on the premises as a job turned out by the school printing office, numerous financial worries will be eliminated. The type may be set and the paper printed by apprentice students, thus cutting down the cost of manufacture. Most schools, however, must depend on the commercial printing office, and must pay the usual rate for composition and press work. It is therefore imperative that the subscription rate (a rate of 75 cents or $1 a year is not too high) be ample enough to give a comfortable margin of profit, also that the advertising rates be sufficient to allow the same margin. Subscriptions should be collected well in advance, and not allowed to run until the end of school. Every student should be canvassed for his subscription.

Subscription books, collections, and check stubs should be gone over carefully by an expert — possibly an instructor in the commercial department — so that mistakes may be checked and petty graft eliminated.

Checking up on Revenue. — To determine the financial status of the publication frequent reports should be made. In the case of a weekly publication, an accounting should be made not less than once for every four issues. Whenever possible a financial report should be prepared following every issue.

A close check must be kept on receipts and disbursements;

this is only possible by depositing in the bank all funds received, and by making payment by check duly countersigned. Such a method is certain to stop leaks, so numerous in the usual high school organization.

Yearly subscriptions, when paid in advance, must be prorated over each issue, so that every number will have its just share of revenue and also bear its portion of the burden.

In figuring the receipts from advertising care must be taken that the returns are not overestimated. A reserve should be built up to care for accounts that cannot be collected. Foreign advertising should be accepted only after the agency from whom the account is received has been investigated and found reliable. Collections should be kept up to date. A new account is easier to collect than one which has run for a long period.

The accompanying forms indicate how the various items in the publication of the high school weekly may be proved, following each issue of the paper:

BALANCE SHEET

The Clintonian Herald

Assets		
Cash in Bank		xxxxxxx
Subscriptions Receivable		xxxxxx
Adv. Account Receivable	xxxxx	
Less Reserve for bad debts	xxx	
		xxxxxxx
Accounts Payable		xxxx
Unexpired Subscriptions		xxx
Profit		xxx
		xxxxx

PROFIT AND LOSS STATEMENT

The Clintonian Herald

Revenue:		
Display Advertising	xxxx	
Subscriptions	xxx	
Classified Advertising	xx	
Miscellaneous	x	
		xxxxx
Expenses:		
Editorial	xx	
Business	xx	
Printing	xxx	
Engraving	x	
Distribution	xx	
Loss on Bad Accounts	xx	
Miscellaneous	x	xxxx
		xxxxx

The Problem of Distribution. — Once the paper has been printed, what is the best way to distribute it to the subscriber? The correct answer will save the business manager annoyance and money. The easiest method is to address by hand each paper and send it at pound rates through the local postoffice. If the paper is a weekly, the postoffice department will consent to be the carrier within the town limits; if a semi-weekly or a daily the business manager must look elsewhere for a distributor, unless he attach a stamp to each paper mailed locally.

The daily newspaper has solved the problem of distribution by employing newsboys, a hint which may be useful to the business manager of the school paper. Each boy is given a street route and held responsible for the delivery of papers at certain homes.

The easiest, quickest and cheapest method of distribution, however, is to adopt the plan of a central depot, stationed within the school building, where subscribers may call for their paper. A list of *bonafide* subscribers may be posted there, as a guide to the boy who gives out the papers. A ticket, made out to a paid subscriber and containing numbers along the margin, is another useful device. When the depot clerk gives a paper to a subscriber he punches the right number on his card. Giving of free copies is thus eliminated.

Increasing Advertising Revenue. — Another source of income is advertising, a department in which the school paper is lamentably weak. One reason is that many merchants are not convinced that they secure from a high school paper a return for their advertising investment; another, that the solicitor has not mastered the forceful sales talk which convinces a business man that he needs publicity. In many instances a solicitor does not even know the subscription figures of his paper, nor its charge an inch for either display or reading notice.

Some merchants, however, take advertising space because they have real interest in the school and desire to help the paper, not because they expect large returns. A few, a very few, have tested the selling power of a well constructed advertisement announcing a specific bargain at a specific time, place, and price. They have, therefore, faith in the school newspaper as a salesman.

One grocer in an Ohio city inserted a two-inch advertisement of a special sandwich made of minced ham and dill pickle. The facts were attractively presented in a school paper, and built up a good trade for him among hungry children in a school near by.

A restaurant keeper in Chicago told business men and clerks about a delicious baked apple which he prepared swim-

THE NEW YORK
PUBLIC LIBRARY
ASTOR, LENOX
TILDEN FOUNDATIONS

CLASS IN PRESSWORK
Lane Technical School, Chicago

ming in cream and syrup. The news filled the restaurant and exhausted the supply. The baked apple, rightly advertised, helped to make Thompson and his restaurants famous.

If more advertisers were led to realize that the school paper does open a fertile field for business there would be little difficulty in securing their patronage. Many advertisers have learned that such publications as the *Youth's Companion* and the *American Boy* are unmatched mediums to reach the lad's mind and the father's pocketbook.

The Advertising Contract. — Let the advertising solicitor of the school paper acknowledge that his space is worth what he asks for it. Let him analyze its unique advantages; then let him carry his convictions to the down-town clothier and the neighborhood grocer. Let him take advertising contracts in duplicate (one for himself and one for the advertiser), and let him clinch the transaction by securing the merchant's signature as a regular weekly advertiser, at a specified amount per inch.

The following brief advertising contract is a useful guide:

Original

THE CLINTONIAN HERALD

E. Sterling Nichol, Business Manager.

ADVERTISING CONTRACT

In consideration that *The Clintonian Herald* reserves a minimum page of.....inches in the regular..... .....issues of said publication until..... ....., 192.., ... hereby agrees to accept and pay for the same reservation of space at the rate of 25 cents per inch for each reservation. It is hereby mutually agreed between the two parties to this contract that:

The Clintonian Herald will print in such above mentioned reserved space, advertising copy delivered by other party at 108 South Neil St., Columbus, Ohio, at least one day (24 hrs.) prior to date of publication

No charge to be made to advertiser for change of copy.

The Clintonian Herald may use advertising copy on hand until new copy is furnished. If advertiser has never furnished copy a blank space may be used with name of advertiser indicated therein.

Payment for this advertising space shall be made on or before the tenth day of each month following insertion of such advertising.

This contract may not be revoked except by the consent of each party hereto, in which case *The Clintonian Herald* will be paid by the other party a difference in rate to be charged for less insertions than herein agreed to.

Remarks on Position, Type and Display: .....
.....
.....

Signed.....
For the Advertiser.

Accepted:

By.....(Seal)

THE CLINTONIAN HERALD

Dated at Columbus, Ohio.....

By.....192..

Business Manager

COUNTERSIGNED BY.....

Principal Clinton High School.

Such an advertising contract implies you have a uniform advertising rate and stick to it. No solicitor should have authority to offer a bargain.

The *Searchlight*, published by the Junior High School, Grand Rapids, Michigan, publishes a sensible summary of its advertising rates. It follows:

ADVERTISING RATES

Single issue: Business card, 1 inch, 20 cents; three or more inches, display, 15 cents an inch; full column, 10½ inch. $1.05.

Half-year contract: Business card, 1 inch, 19½¢; three or more inches, display, 14½¢ an inch; full column (10½ inch display). $1.00 per issue.

Year contract: Business card, 1 inch, 19¢; three or more inch display, 14¢ an inch; full column (10½ inches, display). 95¢ per issue.

Classified: 8¢ a line, with a minimum charge of 10¢.

Special liners: In reading matter, 10¢ a line.

Cultivate the Small "Ad." — A profitable field for classified "ads" may also be discovered among pupils themselves, and among dealers in small articles. These may be roughly grouped under For Sale, Lost, Wanted, Found, and the like, and may be paid for at the rate of ten cents a line, which brings a considerable revenue.

An innovation, which combines profitable advertising with news features, is the establishment of a "Do You Know That —" column, in which sales announcements written by students appear from week to week. These may be paid for at ten cents a line. The items should be readable, informing, and specific. The following item makes the idea clear:

"THAT" Column

DO YOU KNOW

— That by "Seal Shipt" oysters is meant those handled in an absolutely sanitary manner — shipped from the coast in a double white enamel container, the inner part holding nothing but the fresh, juicy oysters with the salty tang of the sea about them, and the outer part packed with ice?

Patton's Union Market offers Seal Shipt oysters, and a splendid variety of fish, fresh fruits and vegetables.

CHAPTER IX

COPY-READING, HEAD-WRITING, AND MAKE-UP

The Work of the Copy-Reader. — If all reporters were scrupulously correct in their preparation of copy, supervision by the desk-man would be unnecessary. But unhappily, many writers punctuate carelessly and are notoriously bad spellers. Like Tennyson's brook, their sentences sometimes run on forever. So the copy-reader must sit in judgment over their contributions.

Here is a bungled name, a wrong initial, a violation of office style, an incorrect street number, a statement that reflects on someone's reputation — the copy-reader must know and catch these errors. There a singular noun is attached to a plural verb, followed by a repetition of a word or idea, or perhaps the verb has been omitted — the desk-man must focus his mind upon the smallest detail. Such mistakes, and many others, pass by each day in dreary procession. It is the business of the copy-reader to save the hurried reporter from stupid errors and to protect his paper from blunt criticism. *The desk-man must know.* No excuse ever wholly wipes out the printed error; it stares at the news editor like an accusing spectre.

Some reporters regard the man who edits their stuff as a copy butcher; they charge him with ruthless hacking of their most picturesque passages. In time they realize he is their guardian angel. They will do well to study the corrections made in their stories.

For instance, study this item written by a cub reporter. The words set in italic type — parts of his original copy — have been "killed" by the copy reader. They are clogs in the progress of the story. Read the story carefully, omitting canceled words in italic type, and you will discover a new firmness of structure, without loss of clearness:

Superintendent *of Schools* Charles C. Baldwin *slipped and* fell *down* on the ice-coated steps of his home *at* 6128 Wyandotte Avenue *at* 7:30 *b'clock* yesterday morning and sprained his right ankle *very badly*. He refused to reënter his home and in spite of the *great* pain *which he suffered* rode down town in his automobile. *However*, he had to be assisted into his office. He said *that* he intended *only* to read his mail and *to* transact some urgent business *matters* before returning *to his* home.

But a skillful copy-reader does more than eliminate repetitions and minor mistakes. He invigorates, strengthens, reconstructs. He may repair a faulty lead. With a quick pencil thrust he brings into the foreground a buried feature that deserves prominence. He cuts away a dangling sentence, or blends it with another paragraph. Under his watchful care the story rounds into form and beauty.

The copy-reader on a school paper must have the confidence of the student and teacher. He should be promoted to the copy desk after a year's experience as a reporter. Before he can judge others' work, he must first be able to write a readable story himself. His work may be passed upon by the chief copy-reader, usually the teacher.

Copy-readers' Marks. — Various marks are employed by copy-readers to simplify the work of revision. These are illustrated on the next two pages following:

Beginning of a paragraph.

Begin paragraph where none is indicated.

No paragraph; run in.


Written in the margin opposite matter listed in separate lines to indicate it is to be set in a continuous paragraph.

Use after a sentence at the end of a page to show that no break is to be made in the type-setting.

Set in opposite style. Abbreviate or spell out.


Set in italics (or black face, if italics are not available on the linotype machine).

Set in capital and small capitals.

Raise it to a capital.

Reduce capital to lower case.


Close up space.


Leave a space between words.

Transpose the enclosed elements.


The bridge line carries the compositor's eye over deleted material.


Curved marks distinguish between beginning quotation marks and end marks.


Period.


Comma.


Indicates the end of the story.

Constructing the Headline. — After the copy of the story has been made ready for the compositor, the next task is to write the head for it. Years ago editors did not attempt to display each item of news, but bunched the items in the same column under a label head, such as Neighborhood Happenings, Locals and Personals, Court House Notes. Sometimes they put a large one-line caption over sensational news. A New York paper announced the assassination of Lincoln with the word IMPORTANT. Nowadays, however, people do not read the paper from first page to last,

but only a small part of it. They must be attracted to certain items, just as they inspect articles on display in the front window of the dry goods store. The headline is the advertisement of the newspaper, a guidepost to the information the paper has to offer. It centers the eye and mind of hasty readers upon a specific story and asks them to read it.

At least 6 hours of work at C or better is required ~~of a student~~ if a student is to remain at the university under probation, according to a new ruling of the members of the council of administration.

This is the only change made this year in the probation rules. The old ruling, as stated in "Regulations for the Guidance of Undergraduate Students," was that ~~each and every~~ any student who failed in any consecutive semester to carry at least six hrs. of the work for which he was regularly registered (military and physical training not included) would be dropped from the university

According to the change, the student must now carry at least 6 hours with a minimum ~~for~~ grade of C.

CORRECTED COPY
Showing use of marks

Rules for Head Building. — A newspaper head should tell the story in a short, compact sentence. To do this most offices use a thin-face type, which allows the head writer to crowd

half a dozen words into the limited space allowed by the width of a newspaper column. Since each type has its own definite size that cannot be changed, just so many letters *and spaces* can be put into a line. If it were made of rubber, type might be squeezed into a specified niche. This means, of course, that the head writer must count each letter *and each space* in any headline he may be writing to display a story. If he is careless in his counting, the headline will not fit. Usually, it takes a beginner several weeks to realize he cannot trifle with type. One day a teacher of journalism looked over the shoulder of a girl student intent upon the building of a head. She had counted letters and spaces, but the words were all too long to fit the column measure. Accordingly, she sought to solve the difficulty — to her own satisfaction — by writing the words in a cramped hand, thinking that such a method might crowd them in.

The Parts of a Head. — Suppose we analyze the parts of a conventional newspaper head. Notice the following:

COUNCIL BLUFFS WINS FIRST GAME

Crowd of Almost One Thousand Rooters Were on the Side Lines

BENO MAKES WINNING POINT

This particular style of head is known in the office by a key number, let us say, No. 3. The two lines at the top are called *display* lines and are known as the *first deck*. They are needed to present the nub of the story. Observe that each of these lines contains fourteen letters and spaces, called

units. Two units are allowed for the letters *M* and *W* — since they are wider (fatter) than ordinary letters — and one half unit for the letter *I*. The head can be forced to hold sixteen units, but this would fill the entire line. A little white space at the end of the first line and at the beginning of the second line breaks the monotony of closely packed type. This pair of top lines is known as a *broken-back* or *break-line* head. The inverted pyramid that follows the first deck requires ten to twelve words, estimating each word as four letters. This is called the *second deck* and should present some additional phase of the story. The third division of the head is set *flush* — that is, it stretches across the column — and requires about twenty-four letters, although it may be spaced liberally so as to fill the column measure. These flush lines are difficult to write, since it is not always easy to fit an idea into a well-filled line. They should not be used to excess in heads, but one placed below the inverted pyramid or second deck aids in variety and attractiveness.

Now notice two or three other things: The first deck uses a noun, a verb, and an object, — a complete thought. Such words as *an*, *and*, *the*, are omitted; they steal space which might be given to more striking facts. No principal word is repeated in the second deck, nor in the flush line. Synonyms are used freely.

The foregoing analysis leads to the formal statement of the principles that underlie the building of newspaper headlines:

1. Get the important facts of the story clearly and accurately in mind before beginning to write the head.

2. Select the most appropriate style and sample of head required for the story and find out the exact number of units required for it.

3. Write headlines from the facts contained in the first paragraphs of the story.

4. The main fact around which the story is built should be in the first deck. Use short, specific words to express it.

5. The additional decks should include other phases of the story. When the same expression is to be used try to convey the ideas by a variety of attractive words.

6. Use the present tense — the tense of action — in the head sentence. Verbs and nouns give force and vividness.

7. Count letters and spaces carefully. Note the width of *M*, *W*, and *I*. Do not guess that a head will fit. Be sure that it will. Resetting a defective head takes time and money. Well written and well-balanced heads add much to the attractiveness of the paper.

8. Do not break a word from one display line to the next, or separate words naturally associated: i.e., Food Conservation.

9. *A*, *an*, *and*, *the* are only to be used when the symmetry of the line demands them, and only when clearly necessary to give exact meaning.

10. Do not repeat the same word or phrase in different decks of the same headline unless absolutely unavoidable.

11. Tell nothing in the head that is not found in the story. Avoid making the head comment on the news.

12. Capitalize all words of three or more letters, except *but*, *for*, *the*, *and*, *all*, *this*. Also capitalize *Be*, *Do*, *He*, *Is*, *It*, *My*, *No*, *Up*. Capitalize the last word of every clause and each word in compounds.

13. *At*, *for*, *in*, *of*, *on*, and *to* are capitalized only when attached to or connected with verbs; as, "He Was Stared At by the Crowd." "They Were Voted For by Us."

14. Do not capitalize *as*, *by*, *if*.

15. Avoid having glaring white spaces. Small white spaces are desirable, particularly in connection with break-line heads.

16. Take care to avoid the use of any lifeless, trite, awkward, or ambiguous words in the decks of the head.

17. When in doubt about the importance of the story do not overemphasize it with large type. A conservative policy will give later and more important stories their proper emphasis.

Styles of Heads. — For a school paper six distinct heads, designed to carry long and short stories, are usually sufficient. Most papers have too many head styles. Each head style

NO. 1. 2 Col. | Count

Thousands Swarm Uni Greenhouses — 32 Units

At Opening of Annual Mum Show — 32 Units

Author's By-line

(By Ruth M. Sheldon.)

NO. 2.

PROVISO OBSERVING BETTER SPEECH WEEK

18 Units

18 Units

Speeches, Posters, and One-act Play Serve to Emphasize Need of Good English

12 Words

NO. 3.

Proviso and Oak Park Meet in Battle Royal and Fight Till Finish

19 Units

19 Units

19 Units

NO. 4.

GIVE AUTUMN POEMS AT MEETING OF CLUB

18-20 Units

NO. 5.

DON NEW FOOTBALL SWEATERS

22-24 Units

Label Box

Alumni Notes

12 Units

Departmental

should have a number, and the count on letters and spaces should be strictly observed. Type selection and formation are illustrated in the accompanying specimens.

Facts About Type. — The headlines just examined show a variety of type faces of different sizes. The display lines in the newspapers are generally set in what the printers call condensed type, while the decks are set in capitals known as "caps" and in small letters known as lower case.

Years ago the size of types was shown by such names as *nonpareil*, *brevier*, *pica*, and the like. There was, however, no uniformity. Sizes bearing the same name, but made at different type foundries, were found to be too small or too large. They could not be made to line up with other type. In 1886, a system of type measurement, known as the point system, was adopted by the American foundries. It is based on the division of an inch into 72 fractional parts, termed "points." Thus eight-point is eight-seventy-seconds of an inch, twelve-point is twelve-seventy-seconds of an inch.

A study of type faces in newspapers or books reveals the fact that while the height of the letters is very much the same, there is much variation in their width. Accordingly, it is well to cultivate a general knowledge of the different styles of type by examining as many varieties as possible. Every printer has a supply of type fonts of varied character, and usually has, in addition, catalogues which illustrate hundreds of different varieties of type of many sizes and widths.

An acquaintance with type faces will aid any student in building headlines. Ability to set type will also be of great service; if he knows how to instruct a printer in setting a line not shown in the head card, heads out of balance and inartistic display will no longer cause unsightly pages.

Fortified by a knowledge of type faces, the editor will be

able to formulate a picture of the various pages of the paper before they are set up. This precaution will aid him in making the pages attractive, since he is thus able to correct errors, flaws in arrangement, or choice of type before the compositors have begun the actual work of make-up. The use of the "dummy" (the rough draft of what the first page is to contain) cannot be too highly recommended to the beginner. Let him clip the various stories, as printed on the proof sheets, and paste them on an old copy of the school newspaper, filling out each column. Each clipping thus placed in position for the guidance of the printer should bear the number of the galley so that it may be easily lifted.

Proof Reading. — After the type has been set and put into a galley, a proof of it is taken on a long, white slip of paper. This proof must be carefully scanned, with the original copy as a guide, for all mistakes in spelling, punctuation, diction, and meaning. Often errors in typesetting creep in that must be caught by the proof reader. Like a desk man who revises the copy, the proofreader must watch for typographical errors and mistakes. He indicates his corrections in the proof by a series of marks which instruct the compositor how to make necessary changes. These marks are illustrated on the following page. A few of these marks, formerly used to show errors in hand composition, are now obsolete. The linotype machine has made many old mistakes impossible.

The young proof reader may find the following hints serviceable:

1. Read proof word by word.

2. Cover with a card all lines below the one being read.

3. Read proof aloud to catch errors in sense, as well as typographical errors.

4. Compare with copy all names, figures, tables, athletic scores or summaries, and other unusual material.

5. Make marks absolutely clear. Never cross out a word to be changed; simply draw a line around it, indicating the correction on the margin.

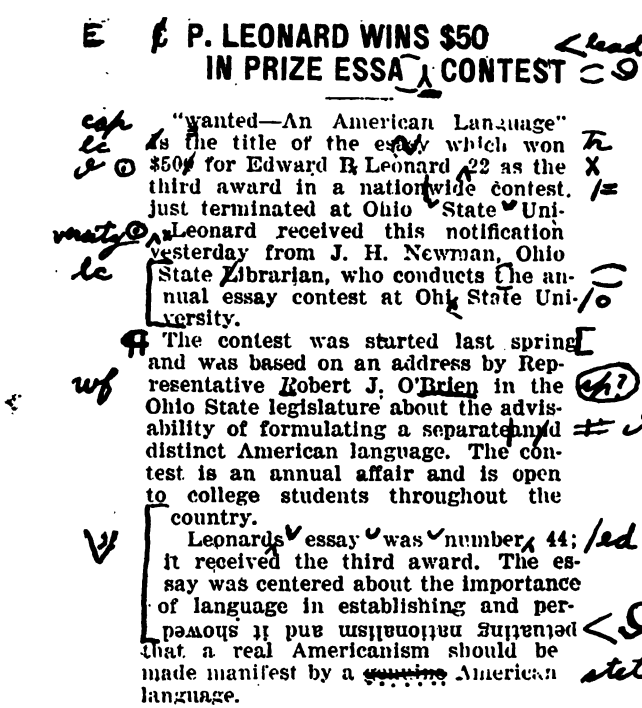
6. Watch for errors in punctuation.

7. If necessary to cut out a word fill in with others of the same length, so that it will be unnecessary to re-set more than one line.

8. Above all things read proof *accurately*.

Proof-Readers' Marks

Cap	Capitalize.
lc	Lower case; small letter.
δ	Delete; omit.
stet	Restore the words crossed out.
∧	Insert at the place indicated.
⊙	Insert a period.
∧	Insert a comma.
∨	Insert quotation-marks.
=/	Insert a hyphen.
×	Imperfect letter.
9	Letter inverted; turn over.
¶	Make a new paragraph.
No ¶	No paragraph.
#	Put a space between.
⌣	Smaller space.
⌔	Close up; no space needed.
V ∧	Badly spaced; space more evenly.
⌣	Quad shows between the words; shove down.
wf	Wrong font.
tr	Transpose.
⌐	Carry to the left.
⌊	Lower.
⌐	Elevate.
//	Straighten crooked lines.
lead	Add lead between the lines.
δ lead	Take out lead.
(?)	Query: Is the proof correct?



P. LEONARD WINS $50 IN PRIZE ESSA CONTEST

"wanted—An American Language" is the title of the essay which won $50 for Edward R. Leonard, 22 as the third award in a nationwide contest just terminated at Ohio State Uni-

Leonard received this notification yesterday from J. H. Newman, Ohio State Librarian, who conducts the annual essay contest at Ohio State University.

The contest was started last spring and was based on an address by Representative Robert J. O'Brien in the Ohio State legislature about the advisability of formulating a separate and distinct American language. The contest is an annual affair and is open to college students throughout the country.

Leonards essay was number 44; it received the third award. The essay was centered about the importance of language in establishing and perpetuating nationalism and it showed that a real Americanism should be made manifest by a genuine American language.

CORRECTED PROOF
Showing use of marks

The Make-up of the Front Page. — After all the copy has been read and headed, and the type set, the next task is to arrange the stories in columns and pages.

Particular attention should be paid to the front page of the paper since it is here that the most important news is presented. The larger stories are placed in the first and last columns, and when there are a number, in the middle of the page. They should be flanked by shorter stories with smaller heads, for if all these prominent heads were set alongside each other they would lose their appeal. Prominence is

secured by separating them by shorter stories, which may have different styles of heads. Examine carefully the exhibits of first pages printed in this chapter.

The most important events of the day find a place on the first page, since it is the show-window of the newspaper. The planning of the first page can be further simplified if

MAKE-UP SHEET

Date January 10, ____ Issue of Tuesday, January 11

LIVE COPY

Head	Read By	Slug	Length	Page	Galley	Remarks
12	S.D.H.	Cotillion Programs Out	8 in	1	4	Must go
12 split	A.B.	Epidemic Shattered Legs	4 "	1	4	
16	S.D.H.	Bill Goudy Killed	8 "	1	3	
12	M.G.S.	Trustees Meet-Buildings	5"	4	1	
12	S.D.H.	Class Basket-ball Ready	9 "	5	4	
(24)	S.D.H.	Quests Come For Short Course	15".	1	3	
12	H.B.	Graphones Help B.A.T.	5"	5	2	
12 split	M.G.S	Fushers Out Until 11	3"	1	1	
8	H.B.	Costume Party	2"		1	
16	S.D.H	Ist School Convocation	9 "	1	1	
Cut (24)	AB.	Methodist Buildings	2 in 2 col 16	2	7	Run under Cut
12	AB.	Harrington To Lecture	5	1	7	
(24)	H.B.	Wisconsin-Purdue (Sport)	15	1	6	
12 split	JWS	Selma Ruhlmen	5	4	5	
8	M.G.S.	Y.W.C.A. Alleys Ready	3		2	
10 pt. Bold	S.D.H.	Clear & Colder Weather Fest	6	4	2	
12 split	S.D.H.	Sisters Clinch Future	6	8	6	
		TIME COPY				
12 split	H.B.	Women Do Anything	4	1	2	
12 "	AB	Summer Items	5	1	2	
12	S.D.H.	Seniors Jump at $600	8	5	5	
12 at line		Electric Dryer	3			
	D.M.G.	Scout	col		8	
(24)		Grierson Lecture				Late stuff - Brown

SCHEDULE OF STORIES EDITED AND IN PROOF

With citations as to head, length, and galley, for use of make-up editor

Dredge To Marblehead!

The Proviso Pageant

Proviso Side You Welcome

Published by the Students of Proviso Township High School, at Maywood, Illinois

VOLUME II. MAYWOOD, ILLINOIS, NOVEMBER 10, 1920 NUMBER 7

MARBLEHEAD IS ON THE WAY!

PROVISO FIRSTS SEE CHICAGO-ILLINI GAME

Seventeen Players, Cheerleader, Coaches, and Faculty Men Journey to Stagg Field

Several Illinois football fans were treated last Saturday when Proviso's first squad was given the privilege of seeing the Chicago-Illinois game which resulted in a victory for the Illini-nite team by a score of 9 to 0.

The treat was given by the Proviso Athletic association. Those completing the journey were: Mr. Grady and his brother, Mr. Thelssen, Mr. Berry, Mr. Cave, Mr. Meyer, Mr. Tempest, Mr. Wills, Schlerbs, Powers, Zimmerman, Hoge, Follett, Coolidge, Chalick, Kassel, Pauk, Chiera, Jacus, Warren, Davis, Gaylord, Bortner, Pollard, Smith, and Kroening.

The party left Maywood on the Pennsylvania at 11:30 and reached the city at 12:30. From the station they trooped down Jackson boulevard to a restaurant, where they nearly finished the city supply of ham and ice cream on hand. From here they went to the Illinois Central station at Van Buren street. What the rest was called, it was found that about six of the party had dropped by the wayside some where or other. The whole party (that is, those present) managed to squeeze upon the platform of the football special, which was a train set specially by accommodate Proviso rooters. The train was so crowded that when they went into the gallery of the stadium about 3:00 o'clock, every seat was taken.

The seats at the game were in the north bleachers right behind the players' bench. Coach Ralph Hutchison watched the field play that was the game for Illinois. The bands, especially the Illinois band, also appeared to take a fierce with genuine battle and pleasure, roused and encouraged the enthusiastic members of the party. The two bands each paraded between the halves and before the game.

The cheers and the cheer leaders were also a source of interest, especially the antics of the leaders. The silliness of the college students without tickets to flash over the walls and fence in the cheers caused quite a bit of amusement and excitement.

The members of the party enjoyed there short festival, they said, during that one thing that they would have done: missed the whistling and making a good many of the fellows that were for the game had never made a success over-battle before, as they were greatly haunted by the exhibition. The squad would like to express their appreciation to the athletic authorities of the school for the tickets to the game and the allotment good time that they had.

CAFETERIA SERVES MEALS AT LOW COST

"This high school cafeteria, opened between 175 and 225 people daily," declared Mrs. E. A. Hattenbach, head of the manager of the cafeteria. "We usually prepare for at least 200 people. Many students eat three meals a day here.

There are seats for 130 students in the large cafeteria, but by using the smaller cafeteria room, over 200 people can be served. There are two tables for the teachers, one seating twenty-four people and the other sixteen. These two tables accept with the napkins and silver every morning.

There are six girls employed by Mrs. Hattenbach to help prepare the meals. In order to be able to serve the pupils by 12:15, work must be begun at 8:15.

The kitchen has excellent equipment. There is a steam table, which will hold food enough for 200 people. There is a fish cart made of enamel and nickel. The stove has eighteen burners, and the soup pot holds twenty pies at a time. "We make all our cakes, pies, and rolls," Mrs. Hattenbach said. "We also make our own salads and mayonnaise dressing. Our menus are changed every day. Our prices are very low. Our aim is to serve the pupils with the best food at the lowest possible cost."

"This certainly is a grand and glorious feeling," said Mr. Meyer, in addressing the Monday morning. And we couldn't feel that way after he had seen Proviso's cross-town team literally run away with Oak Park! That's just what happened last Friday after noon.

The teams started out at the Oak Park High and from the very first they were even. At the first kick Wittorf was hurled with his team-backed Proviso's right left. His punt at the beginning was not fast for the orange and blue men, who dropped steadily behind. It looked as if they were going to score in the first quarter, but the Oak Park line held.

Wilson didn't show up any, however, and by the time Medlock's arrest had been called he was far in front of the Oak Park men. The rest of the team, a short distance behind him and Proviso succeeded in their end zone. Before the Oak Park rooters were so much as able to make any spiritual manifestation.

Proviso, with plenty of steam left after the long grind, opened up the throttle and tore down the street. Wilson was in the lead. Petty and Gilbert each and each, and Broadbeck, the Mansfield strong out behind. It was all over but the cheering, and a few seconds later Whitney slipped over the line, tired but happy. The next pass Gilbert and Petty raced to the very last, but Petty's final tango was for him by inches. Broadbeck came in from behind and kicked the goal. The Oak Park team on came in was Morgan. The rest of their plays were unable to stop the pace, even in several minutes later. One was running, two bucking, and one rolling.

Coach Meyer's men have back in training for the last two months and deserve every bit of praise that can be given them.

Girls! If you have any snapshots of interest to the school, bring them to Miss Hutchinson's room, ready, and pass are served at the stand outside the auditorium, in room 1.

Mrs. Hutchinson gave several representative names and their prices:

1. Creamed beef, potatoes, a piece of pie, and a glass of milk—25 cents.

2. Creamed beef, potatoes, a piece of pie, and a glass of milk—25 cents.

3. Macaroni, bread and butter, and an apple dumpling—15 cents.

4. Baked beans, bread and butter, and an ice cream sundae—25 cents.

The food is always served of an excellent quality. Service is prompt and prices very little above actual cost.

Follow the heads to the Big Grand Scholarship Contest.

MARBLEHEAD'S FIRST SQUAD, WHICH WILL PLAY PROVISO SATURDAY

Proviso's Track Team Leaves Oak Park Men in Far, Dim Distance

LINE-UP OF TEAMS FOR THE BIG GAME

Marblehead	Proviso
Horgan	R. E. Gaynell
Hicks	R. T. Cronridge
Doherty	R. G. Dressel
Cox	C. Hammerquist
Hall	L. G. Pollard
Kane	L. T. Rapp
Chapell	L. E. Jackson
Burke	Q. B. Pauk
Tower	H. B. Whitney
Gilbert	F. B. Wilson
Sweetland	J. F. Broadbeck

Substitutes

Marblehead—French, Dahlen, Kenwell, Sweetland, Allen, Chase, Bowen, Haskell, Culbert.

Proviso—Hicks, H. Bullard, Barker, Gaylord, Warren, Pollock.

MARBLEHEAD RECORD FOR SEASON OF 1920

Gilbert	Marblehead ... 27
Gloucester	Marblehead ... 21
Newburyport	Marblehead ... 13
Salem	Marblehead ... 7
Winthrop	Marblehead ... 14
Lynn English	Marblehead ... 13
Lynn Classical	Marblehead ... 0
Lynn Theatrical	Marblehead ... 0
Total	Total ... 125

Coming Events

Saturday, November 13
2:30 p.m.—Marblehead vs. Proviso "When East meets West"
6:00 p.m.—Banquet in the High School cafeteria.
8:00 p.m.—Reception given by the Alumni.

Tuesday, November 16
7:00 p.m.—Spanish club meeting in the Senior room.

Wednesday, November 17
1:00 p.m.—Dramatic club meeting in the Senior room.

THE INQUIRING REPORTER

"THIS WEEK'S QUESTION"

What do you think of Marblehead's coming to Proviso?

ANSWERS

Senior—I think it's the greatest thing that has ever happened or ever will happen to Proviso. Only it is too bad that some of the boys who will see that hour are not here to take part here.

Junior—I think it is handy that they are coming. I can hardly wait until I see those pegs for the game.

Sophomore—I think it's great! Proviso will find out that there is such a place as Proviso on the map.

Freshman—I think it's great!

Faculty Member—I think it is a fine thing, especially the fact that it will be a meeting of East and West. We will find out how those fellows can do a great difference between or after all.

The Civic-Industrial club announces that the following session rooms have taken out 100 per cent membership in the club: 111, 206, 209-L, 212, 215, 216, and 6. It is the purpose of the club in the next few weeks to make the whole school 100 per cent. Austin High School here has a membership of 99 per cent.

Pupils Illustrate Use of Good English in Speeches and Play

A short play, "The Magic Valley," was presented to assembly Friday, November 5, by members of the public speaking classes in the interest of Better Speech Week. Three members of the same classes also gave speeches.

Margaret Du Pon called attention to the number of useless words—a total of the 437 gets in Proviso used the expression five times a day, using the "Science" each time the "Science" would increase to 17,520 a day. If this average was carried to the conclusion of three English, Proviso would rank one of the highest among the English speaking schools.

The battle between Good English and Bad English at Proviso was depicted by Gertrude Wilkens. The contestants endeavor to find English who will definitely speech was carried on, if one wished bad enough, Good English explained to Little Bess and Little Comrade, the wish became a sought after that urged you on.

Four Speech second and developed the children every day play Schoolboy, counsel timer English for his time, saying that she would call Little Bess Middle aid. Efficiency also helped Good English by winning the Stranger over to his side.

The students of Good English who were A. B. I. U. U. and L. P. O. and Good English himself, were selected by Peter Speech and his fellows. But Uncle Sam and his builder and father spoke to the rooters. They did away with Poor Speech and his followers, thus bringing into the rule of Good English.

The following is the cast:

Little Bess	Herbert Francis
Little Columbia	Myrtle Hallauer
Good English	Richard Gerber
Poor Speech	Paul Stanley
Uncle Sam	Velnetta Bergstrom
The Stranger	Raymond Lauterbach
Uncle Bob	Frederick Young
	Phyllis Beverly
	Dorothy Lee
	Henrietta Krenz
	Virginia Hall
	Mary Clark
	Helen Parks
	Shelly Smith
	Ruth Bovell
Misunderstanding	Margaret Kuhlman
Mis Pronunciation	Ralph Youngerdahl
Slang	Walter Bahe
Bad English	Charles Hirsch
Slang	Robert Hawxhurst

A contest for original plays to be used for Better Speech Week is being held, H. Washington High School, Washington, Wis. The students have their lyrics for better English submitted for the third week of November.

PLAYERS WILL REACH CHICAGO FRIDAY NOON

All Proviso Wolverines Visitors from East; Shoals Can Co. to Chase for Game

EUSTIS, RECENTLY HURT, COMES WITH LEG IN CAST

Entertainment Includes Banquet, Dance, Tour of Boulevards and Dinner at I. A. C.

The great day is almost here! Maywood players are speeding over the rails at the rate of a Lake Shore Limited can carry them, and will soon be in Chicago.

The inspiring letter from the faculty manager of athletics to Marblehead speaks for itself:

Dwight Follett, Proviso High School, Maywood, Ill.

"My dear Mr. Follett: Our assignment, which was announced not long after practice on Thursday, the 11th. We have accepted the services of several citizens and other authorities to take us along the shore road to Boston. We leave the north station—this is where the folks entered last December—at 10 a. m. to a Pullman chartered for the entire trip. We shall be along the Massachusetts and New York, arriving in Chicago at 6:30 p.m. at Tobin Friday gives us our first opportunity to get a look at the Lake Shore at 1 p. m. Friday afternoon affords us an opportunity to get our first look at Proviso practice on our field.

"We have formulated no plans for our stay at Brookline time of our visit except of course we know what we drive to be the best we can.

"Our plans call for our leaving Chicago via the Michigan Central at 8 p. m. Sunday arriving at Niagara Falls at 8:30 a. m. the following morning. Here we shall spend the forenoon, going to Buffalo after lunch, where we intend to see as much as time allows. Leaving Buffalo at 10:15 Monday evening, we arrive at the 'Land of the Steuben and Home of the Beans' at 10:45 Tuesday morning and at Marblehead about one hour later—just a little too late to think of attending school until Wednesday.

"We shall be accompanied by only big Bertie who will be coming to the city in a car, the result of Saturday's game with Chestnut Hill School of Lynn, Mass. Bertie was perhaps our best lineman and his loss is sure to be felt, but we offer no excuses. We shall have, however, Eustis, who, as more unfortunate players in addition to Steve and his Marblehead.

"Here's wishing you success in your big undertaking.

"Very truly yours,

"E. PRESCOTT COX,
"Faculty Manager of Athletics."

Plans for their reception and for their entertainment during the short stay guests of Proviso were perfected at a meeting of the representatives of the various men of Proviso last Thursday at the high school. These plans follow:

The boys are to be met at the train by a delegation from Proviso and escorted to the Hotel Lenox. From there every one will drive to Maywood, where the eastern team will lunch at other than the big trip. While there they will have headquarters at one of the auxiliary dormitories, which is placed at their disposal through the courtesy of Mr. E. F. Kreamer.

Of course nothing has been planned for Saturday forenoon. The rest of the day, however, will be crowded. An

(Continued on page 3.)

A GOOD "BALANCED" PAGE 1

Note the five-column streamer headline; the use of "ears" on each side of the banner; the three-column cut with heads of the same size type on each side; the balancing of heads under the cut on each side of the team line-up and the "boxed" calendar in the lower center of the page.

WEST HIGH WEEKLY

WEST WINS

VOL. 5, NO. 16. JAN 30, 1930 MINNEAPOLIS, MINN. PRICE 5 CENTS

SUPERINTENDENT JACKSON IS SPEAKER AT SCHOOL ASSEMBLY

More Co-operation Between Pupils and Teachers Advised.

"Pupils Make School What It Is," Says School Official.

Mr. Jackson superintendent of Minneapolis high schools, in a special assembly address at the West High students body Friday stated the situation of the past month and said in full:

"I have always been very much interested in West High School, and I feel always encouraged that the pupils of West had great possibilities before them and that their every motive struck at these. But I have felt that they did not always rise to the occasion the other school has been an active, ambitious, lively pupil and citizenry. I have been called upon to defend West when they say what school and I have been glad to do so.

"But now therefore at one group of pupils out defend West High. It must be defended by the action of the whole student body. It is not just that reason to an insult be suffered by pupils and grown people as well. The power of suggestion is so great that we can get almost any one to believe it.

"Most graduates as other students in desire to express their thoughts and feelings are joints of West High School. These points of view are building view and its desire to give voice to their feelings and views.

"As I said, not those points always are the most pertinent. That is the reason of the present time. Anything was the object, getting the report of one of the views I did not like them I put one side of it and then some have to look at the views of other people. Other that they would not want to see it. It is fortunate to have found a law by which a student may express his views and feelings and those thoroughly settled that it was not the duty of school administrators. I feel that if one can you have done wrong and acknowledge it much expression has been made.

"What I'm not willing at the same time to say is that pupils have not the right of expression. It is their right. The men were and the very best have a right to express their opinions and be heard. Of course, consideration will be given to who you are or what you are in the school. But, still no desire have a right to be heard and if in any duty to hear them. I ask that that court of appeals create the Board of Education.

"Adjustments will be made this week.

"I believe that those girls while they took the form of action were not the authorities of it.

"Before this matter was thoroughly settled rumors got about, about an authorized meeting of the girls at which meeting they were to take upon whether or not they should case of the teachers in duty to school. No such meeting was suggested I told them, that I'd tell them before the end of the week what adjustments would be made. That's all there was to that. I'm sorry that matter took place and the form of a disturbance like this and begin to talk yesterday. We can not tolerate this. You may be required to do something you think unfair. You must do your duty, you must adhere to authority. One great trouble in West High is that there isn't the authority that there ought to be.

"I shall support ever teacher who demands obedience from me. On the other hand I am willing to give you a hearing as to whether or not teacher has treated you unfairly. But it is the duty to obey first. The one thing that I would blame some principal for is that he has never said yes. The only way for us to live in harmony is to authority is to show that there is authority.

"When girls and boys deliberately do things requiring public punishment, they should get it. The trouble is that the other athletic associations have not the right to do things for the athletic association has it.

"I want to make an appeal to you to West High School as an institution. While you are here you make West High what it is. You should co-operate with the teachers, pupils and principals in what is right.

"If you had thoughtful feeling in your heart for Stalk. If you were in error, listen to the student body, you would do the right thing. But you are children, you must come into way, or your parents work it. I don't know which it is. If you had a spark of sense, a spark of interest in your hearts for you, you would make this school what it should be—the finest school of the land.

"You have not always presented a united front. Case two in 27. Do not feel sore here for this school. If you don't, then you'd better get out, and get a kingdom who comes to deserve and to have the law might be laid on you. You've got to go your way, the Golden Rules. And don't look for it to come together. You can't expect that you can forever to drag you along and be your friends if you haven't any of your own. There are great possibilities in W. H. S. if there be not room for it in the hall of the individual."

Parents and Teachers To Meet February 3

The West High Parents' and Teachers' Association will meet in the auditorium evening, February 3.

The meeting was planned a month ago as a test, get together for members and parents. The committee hopes this purpose will be achieved.

The program will consist of music served in the school lunch room in 1:30 to 2:30 o'clock before the meeting of general interest in the parents and teachers will be appreciated.

All those interested in West High are urged to attend.

Three Plays To Be Staged by Dramatists

The Play Production class of Miss Gertrude Johnson will present three one act plays in the auditorium Friday, February 7, at 2:30 o'clock. The plays are: "The Maker of Dreams," "The Price of the Holy Stranger," and "The Silver Lining." The cast for the first play is Jack Swanson as Pierrot, Dorothy Bergh as Pierrette and Mary Thompson as the mandolin player. Those in the cast of the second play are Ruth Hanson, Wilhelmina Sohns and Dorothy Hanson. The cast for the third play is Mary Thompson, Jack Swanson and Dorothy Bergh. Tickets will be on sale at the door. Admission will be 25 cents.

CHARACTER ANALYSIS . . . IMPORTANT SCIENCE

Miss Thomas Gives Some Reasons for This Study.

"Character analysis is a science," says Miss Thomas. "The study of which will help us to know our own character traits and correct our evil faults. While it is necessary to study the character of others, it is necessary to study ourselves first, for, to attempt self-training without the guidance that we should be unwise."

Character analysis is useful in business life, in the home, and in the school. The knowledge will help us in the different types of people the boss we have to deal with, and in the home in the character analysis.

Those receiving the business marks decide what line of work you are fitted for. Those receiving the low marks decide the best you are capable of.

The following characteristics will be considered. The neat and prompt habits of the head, neatness of the hands, the manner and carriage of the body, the shape of the face, eyes, nose, mouth, ears, and chin. Character analysis is an important factor in helping character and the pupil. Those with whom serious changes are noted by the teachers will be privately talked to by the pupil of the last semesters have just been given the necessary help and to the prerequisite board. Such right hours please.

Many members of the faculty are also studying character and have found it very helpful in their work.

A SENIORS TO GIVE VAUDEVILLE SHOW

Engineers, Dramatic, Arts and Glee Clubs Will Participate.

In place of the ordinary class play, which most graduating classes are accustomed to produce, the "A" Senior class of 1930, being dissatisfied about to produce at this time of the year, and not perturbed by tradition, have decided to give a vaudeville performance. The acts will include talent from Dramatic Club, and the Glee Clubs, glee, tumbling classes and other such organizations in the school.

The plan of this stage is to give the different organizations of the school a chance to express themselves, and to show to the parents and friends of the pupils, and explain the benefits that may be derived from such classes and organizations.

The show will probably take place in the latter part of March and from present indications the acts promise to be both amusing and interesting, although some of the class will participate in the show the greater part of it will be managing the performances in view of the fact that they will be small that they could not put on such an extensive affair. The proceeds of the acts produced by the Engineers' Club, Arts Club, Dramatic Club, and the Glee Club will be the backbone of the performance while the other acts will include talent in smaller amounts and parties. The committee hopes to make the show a success.

Owing to the small size of the class and the comparatively small sum to be netted to produce a class play, the "A" Senior class decided to give a show to have a play but are showing this year a variety of talent for the purpose as an alternative.

Walter Harris, a member of the Dramatic Club, is taking a post-graduate course this year.

W CLUB IS TO HAVE DANCE THIS EVENING

Committee Is Appointed to Confer with Faculty Members.

"I see no reason why the present ban on dancing should not be lifted permitting the 'W' Club to have a dance for the right," "If the people of West High feel they have proved their right to participate in wholesome events with pleasure, two hundred can be accommodated at auditorium social events has taken place."

A sleigh ride party will probably be given by the 'C' or the next week-end, Coach Hollenback, Friday. The sleigh ride will be from 8 until 1 and will cost 35 cents apiece.

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Many members of the faculty are also studying character and have found it very helpful in their work.

Talks on Citizenship Are To Be Offered

Mrs. H. C. Trumbull, chairman, and Mrs. George H. Dimble, vice chairman, of the West High Parent-Teacher Community Council, have arranged a series of four talks on citizenship, to be given at the West High School auditorium on the 7th, 14th, 21st and 28th of February. Mrs. F. C. Whelan will be the speaker of the first meeting.

All women of the ward are urged to attend these meetings, which will be especially important and important to the parents of children in the school. Mrs. Trumbull is also chairman of the Parent-Teacher Council of the Franklin Junior High School.

MISS CUSHING TALKS ON GIRLS' ATHLETICS

Greater Interest in Sports Urged by Girls' Gym Instructor.

In reporting to the question of a weekly reporter, "What is your goal for girls' athletics in West?" Miss Frances Cushing, director of girls' athletics said, "Every girl in West High should be interested in some form of athletics. We must have girls serving managers and 'W's and assisting the 100 members of physical benefit from the gymnasium.

"The aim since work is but a small proportion of the physical training in the physical education. "The aim of the girls is continually to see that they have opportunities to participate, then each night after school. There was the freshmen and boys' basketball practice, the year since I have been in West. Many girls are in the habit of just sitting around after school, we want girls more especially to take part in the games. The result aimed at is to hold the last week in February a tournament in the last one that we have ever had. We intend to have a girls' basketball league in something the girls and for a week." Miss Cushing added that more than twenty-five girls have over two hundred points to their credit.

Miss Cushing who gives away extra letters to the girls participating each week. To assure that girls would have a chance to win these awards each Tuesday and doing nothing does it will be taken away from them. This stimulus applied benefit. Miss Katie Ryan, assistant gym instructor, and Esther Gabrielson, J. Lockhart, R. Hanson, Dorothy Hanson, Dorothy Bergh, Mary Thompson, Wilhelmina Sohns and Ruth Hanson.

ERRATIC ANTICS END UNIVERSITY INITIATION

Elders Induce Enthusiasm(?) in Impotent Insolent Infants.

Yellow flags with black signs, five inches square, were distributed, and bad-boys were a few of the examples of the enthusiasm displayed by the freshmen being supervised for high and low last night in every place from the lowly woodshed to the chambers of the three hundred dollar suite.

The initiation week of the "U" was brought to a hedging close to the "Frosh" last night with the banquet service.

The student does must be informed by old authority, said the Dean of Women's Association. Lying to upper of their success in that and does not fool one for long. Remember its agreed, however to allow the boys a chance to break this rule and by giving a dance which will be held in the armory Friday night.

A committee of four was appointed from the club to act with a committee of the faculty on the affair. There will also be a committee appointed of the "W" men. With this arrangement the dance is expected will be carried on to the satisfaction of the faculty and that the proper chaperones or school dances will be lifted.

Those who will be appointed with such to be able to be easily recognized by a white sweater with a large black letter made. The "W" Club have secured a price of $1.50 apiece for the tickets for the dance. The admission of the price will be small. The design will be a black "W", the head of the Indian that appears on the back of every sweater on a white square background. The price is to be at dancing affair. They will be on sale this week.

Debating Teams Are Selected by Judges

The Debating Club had a meeting Tuesday. Two teams, Dorothy Bergh and Ida Johns, Miss Orton, Miss Fairfield and Mrs. Hall were chosen to be the two teams. The first debate was held Friday, February 7. Other debates will be arranged and accomplished. The two teams will debate Jack Swanson, Dorothy Bergh, Mary Thompson, Ruth Hanson, Wilhelmina Sohns and Dorothy Hanson.

AIMS OF "Y" CLUB DISCUSSED BY MR. McWHORTER, TUESDAY

YE GOOD FELLOWS MEET AT CENTRAL

List of Standing Committees For Coming Year Given.

The Ye Good Fellows Club held its membership meeting in the lunch room of Central High School Tuesday noon at 12:30 o'clock. The meeting was called to order by the president, Mr. Hagenson, principal of the school, last Monday. Mr. Brown, faculty advisor to the club from Central, Mr. Hall, faculty advisor from West High, were among those present.

Plans to continue any bigger activities than the club has ever had in school year and the greater part of the meeting was taken over in a general discussion of the charges of it having which was evident at the game last Friday and the presence of Stanley Ketchel.

The club has decided to give a small dance in the Central High School gymnasium February 8. After the dance the refreshments are to be served. The committee in charge of the club will take place in Monday February 3, when Mr. Brown will entertain Dean from Central in the lunch room.

The standing committees which have been appointed for the year are: Social, S. Peterson (chairman), L. Olson, Lewis, E. Lee, Johnson, Mr. Brown (chairman), L. Osborn, D. Lewis, E. Lee, Johnson, Mr. Hall, campaign, L. Ludwig (chairman), E. Peterson, Mr. Brown, Mr. Hall, Mr. Miller (chairman), J. Lockhart, R. Hanson, Mr. Brown, Mr. Hall, membership (chairman), F. Colwell, L. Peterson, Mr. Brown, Mr. Hall.

Print Shop Rearranged To Provide for Growth

The print shop, under the direction of Mr. Lundquist, has been rearranged to provide for the growth of the work and the increase in the number of pupils. This has been done by building a new addition to the shop. This addition is the first part of the work that has been done on the new addition to the building. This work was done by Ray Eastland and Bill and Pollard Brothers, of Mr. Lundquist's manual training classes.

The new addition is a large room of wood, which, when large arrives will be placed in the new addition. Other work will be added to the print shop.

The new addition will be built under the direction of Mr. Shaw, have completed a large part addition of the paper supplies and the shavings of Mr. Lundquist's class in woodwork. This is a new name to the job now recently by called in the first place.

At present there are 81 pupils taking printing in the print shop, with two night classes. Nine of these come from northeast to attend the classes.

MILO SMITH WRITES OF CALIFORNIA LIFE

West Graduate Sees Harvard and Oregon Play at Pasadena.

"Standing room tickets are hardly to be had on account of the greater influx of people. The Pasadena Chamber of Commerce writes Milo Smith from Southern California in a letter received by Principal Hagenson. Mr. Smith is a graduate of the Arcadia and Sawtelle, consecutively, and is now attending the Pasadena Junior College.

Mr. Smith writes that he has been in Pasadena since the first of December, and has visited Orange, Redlands, Riverside, Santa Ana, Long Beach, Los Angeles, and Hollywood. He has seen the Tournament of Roses parade, and the football game between Harvard and Oregon. Harvard played host on New Year's Day in Pasadena to the University of Oregon. A number of higher mathematics left the field with odds, after the first half, and the advantage. Practice being held in the afternoon, the last day before the game, and the game itself, was held in the morning. Mr. Smith writes that he has been a member of the Rose Bowl Band, and was also named a faculty advisor for the 1930 Rose Bowl.

Big and Little Brothers Attend First Formal Meeting.

Affiliated West and Central Clubs to Meet At West.

A quintuple of big and little brothers attended the meeting of the Y Boys at school last Tuesday evening. The event was the first formal get-together of the club members and their prospective brothers in connection with the movement between the older and younger boys. The attendance was not as large as had been hoped.

After the business had been transacted, Principal Hagenson, Mr. McWhorter, as the speaker of the evening.

"The main purpose of the Y is to have advisor boys protection," he began. "It is a big brother movement, which has been a result of the Y movement in the high schools. The second is the relationship between boys and men. They are about alike. Both are fellowship organizations. Both have worthwhile activities being in a Y-C-E club. One is an industrial club, the other a social club. Glad to see you."

The speaker took of an advisor to a girls' club on the subject of the Hi-Y and Hi-Neighbor movement, and the added responsibilities of its own boy brother.

"Boys, make a pal of your father," he continued. "Let him be the boss. His of such a relationship to the boys' character. When a boy advises West, I welcome them perhaps both, officials, and hospitality. Let it be your duty, as it has been in the past, to maintain these high standards of friendship. They are new. They must have a model, and I suggest that they take to me. As their teachers, their counselors, their friends, and as their counselor, the fathers who give them the best advice they can give you for an example.

"Let us have some home houses of delayed and refinement. Yet if they copy the habits of their fathers, they will be sure they think it is just as well to let your father do the talking when he is present. So when you adopt a traditional idea why not give it to your father to adopt? He, remember the responsibilities of the boys and the responsibilities as well.

"So far the Hi-Y has done a real service to the Big Brother movement, but only this year has any other report we want. If boys in the Hi-Y are not the pupils need not to you, our opinion is not worth and always more than the members. They have done everything to be the best boys in the school and are always available to be one of help, not hostility. Start it in high school. You will be glad you did it."

In a short business meeting following the speaker's address, it was decided that the next meeting be Tuesday, February 11, at the Arcadia. M. C. A. The women after that the affiliated Hi-Y and Hi-Neighbor clubs will hold their annual joint session, this year at West.

Dallas Corwin, the treasurer, announced a dollar and a half collection at the business given by the city Hi-Y clubs to the annual Hi-Neighbor banquet fund. This will have to be collected from the delinquent members by a means to be decided later.

MR. GRUWELL IS NOW ASSISTANT PRINCIPAL

Miss Cade to Take Over His Teaching and Advisory.

Owing to the greater demand for service both in the classroom, due to the leaving of Miss Cade, Mr. Gruwell has been appointed to the assistant Principal of West High. Mr. Gruwell will take over the duties of the added work in the building and the responsibilities of the position. Miss Cade will take over the duties of the present Assistant Principal. A number of higher mathematics left the field with odds, after the first half, and the advantage. Practice being held in the afternoon, the last day before the game, and the game itself, was held in the morning. Mr. Smith writes that he has been a member of the Rose Bowl Band, and was also named a faculty advisor for the 1930 Rose Bowl.

ANOTHER TYPE OF "BALANCED" PAGE 1

Note the two-column "wing" heads on each side of the page with two similar heads in the center columns, and the "stairstep" arrangement of larger heads in the lower range of the page. A head similar to the *Ye Good Fellows* one might well have been placed in a corresponding position under the *Superintendent Jackson* "wing" head, and one similar to the *Mr. Gruwell is Now* in a corresponding position toward the bottom in the extreme left column.

THE MANUALITE

Vol. 6, No. 24 KANSAS CITY, MO., March 4, 1920 PRICE TWO CENT

MANUAL WINS THREE PLACES ON ALL-STAR

Crimson Gets Forward, Center and Guard on Mythical Five.

HESS IS SELECTED CAPTAIN

Deboney and Darrough Given the Remaining Two Positions.

(1) Andy Darrough, forward, Northeast; (2) Francis Hess, forward, Manual, captain; (3) Joe Deboney, guard, Northeast; (4) Kaer Vanice, guard, Manual; (5) Jim McDonough, center, Manual.

WONDERFUL BIOLOGY SLIDE IS DISCOVERED

Two Stories Are Printed on Space Only 1-6 of an Inch Square.

FOUR COLUMNS ARE VISIBLE

R. C. Thompson Says Work Was Done by Photography

POPULAR EVANGELIST SPEAKS IN ASSEMBLY

Doctor Milford Lyon Urges Pupils to Attend the Special Meetings.

GEORGE COOK SINGS SOLOS

Miss Vera Walters Advises Young Women to Take Nursing

BOOKLET STUDIED BY PUPILS

A "Balanced" Page 1 which might be Improved

This Page 1 would look more inviting if there were more heads on it. The *Manual Wins* story should break over to another page instead of the next column, and a story with the same size head as the *Booklet Studied* story in the extreme right column should be placed in a similar position in the extreme left where the break-over comes. Stories with heads of the same size type should be placed on each side of the *Wonderful Biology* story under the cut, and a three-column head should be put over the cut.

the make-up man will draw a small "dummy" of it, indicating the probable position of the stories, in order to make the paper harmonious. This plan is particularly valuable when some stirring news event is being proclaimed in a banner head which fills the entire width of the page.

As a rule, the smaller the story, the farther you will find it down the column. Thus, due emphasis is given to the most important and the latest stories. One-paragraph stories are highly desirable and necessary to fill odd spaces. The make-up "fillers" should be crumbs of news designed to interest readers.

A careful examination of various newspapers from time to time will aid considerably in teaching the principles that underlie newspaper building, probably much better than a set of rules. Head-writing and make-up constitute an art which is acquired only by close observation, training, and practice.

Arrangement of Advertising. — In the presentation of the news in an artistic manner, lay-out of the advertising should not be overlooked. Advertisements should be symmetrically set up and attractively arranged. Avoid too many kinds of type; employ the same series, if you can. An attractive method employed in the arrangement of "ads" is the stair-step style, which allows a lower corner of a page to serve as a base for the "ads." Usually the larger displays are at the bottom, and the smaller advertisements placed alongside or above them. This arrangement gives the page an appearance of neatness and care. The news fills its own allotted portion of the page, while neither news nor advertising encroaches one on the other. The hodge-podge methods of arranging advertising at the expense of the news is damaging to both.

The Use of Pictures. — If the editor is able to get pictures to illustrate certain stories (say a football game, a building,

a teacher who is about to be married), he will find that the paper becomes more interesting, while the typographical appearance and the variety brought into its pages will make the various issues much more readable.

Two kinds of cuts are used in newspapers: *half-tones* and *line cuts*. Half tones, made of copper or zinc, are photographic reproductions; line cuts are pen and ink sketches, drawings, paintings. Both styles of cuts are employed in this book.

The stippled surface of a half-tone cut holds the ink, and reproduces a picture in tiny dots. This effect is secured by a fine screen of crossed lines placed between the lens of the camera and the original picture. A newspaper cartoon is a good example of a line drawing. The lines are reproduced on a zinc plate, and are precisely like the original drawing, except that the cut is generally a reduction made from a larger design

PART III

A. GUIDE-POSTS FOR TEACHERS

Fitting the Newspaper into the Schedule.— School schedules are already crowded to overflowing. There is no disputing this fact. The present experiment does not contemplate adding a strange, faddish study to the schedule of required work, but rather to shift the emphasis on conventional instruction in composition by the introduction of newspaper materials and methods. It is a matter of new approach, not of radical departure. The goal is not vocational preparation for the arduous duties of the newspaper office, but rather the vitalizing of everyday composition.

Credit may be given to students who work as reporters and editors on the school paper after class hours, or the training may be incorporated into a specialized course with an instructor of English or journalism in charge. Such courses may be styled "Newspaper English" or "Journalistic Writing." The student may be asked to keep a pasted "string," or scrap-book, of his printed items and a record of time spent in the news laboratory.

If a few writers do not show growing promise in this field, perhaps they had best be trained by more conventional methods outlined by a text-book of rhetoric.

Combining Theory with Practice. — If it is decided to reconstruct the accepted course in composition in order to include journalistic topics, the instructor may well ask for a word of guidance. Preceding chapters in this book have attempted to supply exercises and assignments in applica-

tion of matters discussed. Other hints may here prove of value.

The stuff of journalistic instruction is rich and varied. Of primary importance is the study of the newspaper itself. It is an indispensable text-book. In a previous chapter the author has described a news-laboratory, and indicated a number of representative papers that are to serve as working models and as expositors of current events. They may be supplemented by a systematic assignment of reading in various periodicals, among them *Current Events*, *The Pathfinder*, *The Outlook*, *The Literary Digest*, *The American Review of Reviews*, *The Independent*, the weekly Springfield (Mass.) *Republican*, all well-edited journals. Written reports on these publications may be assigned at stated intervals.

Exchanges from local newspaper offices may be secured, if economy prevents the instructor subscribing to papers for laboratory work, or the papers may be read at home. Results of the students' reading may be brought to the class for discussion, or made the hub for a Current Events club.[1]

A bulletin board may also be used for the posting of interesting news articles, clipped from day to day by members of the class. A news story, a photograph or cartoon, a bit of editorial comment, attractive to one boy, will generally be read with interest by all.

A card index of the factories, business houses, institutions, and organizations of all sorts in the town, may be kept by

[1] Many profitable class discussions may be developed by the use of the *New York World Almanac* as a text-book. Certain pages may be assigned for recitation, and reports and questions based on them. Thus students get a wide acquaintanceship with public men, political and governmental organizations, and come in contact with significant events in our national life. A quiz on the names of city, state and national officers, local institutions, the geography of the town, county and state, is also fruitful in results.

the teacher as a source of news and feature story assignments. Additions may be made from time to time.

What to Look For. — Reports on results of students' investigations among specific newspapers may be built around the following pertinent questions: (others may be added at the pleasure of the instructor).

1. What is the significance of the name of the newspaper?
2. How many columns to the page? how many pages? Proportion of news to advertising? percentage of foreign and local news?
3. What is the meaning of *Associated Press* and *United Press* printed above news items?
4. How many different localities are represented in the paper? What locality has the largest representation?
5. Choose news articles in the paper that should interest everybody. What is the most important story printed for the day?
6. What kinds of stories appear on the first page? Account for their news value. Why do they carry headlines?
7. Mention the number and kinds of general information articles. How are they displayed? Position in the paper?
8. Explain the meaning of the day's cartoon.
9. What is the leading editorial of the day? Why has the subject been chosen? What does it attempt to do?
10. How many departments carrying department headings do you find? how many signed articles?
11. Identify and discuss some of the prominent men mentioned in the news. Locate cities mentioned in the stories.
12. Is the paper "yellow," sensational, constructive, conservative?
13. Choose and analyze some of the most interesting advertisements.

Some Further Investigations. — Intensive investigation of style and literary structure should prove equally stimulating. This may include (1) types of beginning sentences; (2) kinds of sentences; (3) faulty sentence structure; (4) bad spelling;

(5) forceful words; (6) words incorrectly used; (7) barbarisms and improprieties; (8) slang; (9) violations of good taste; (10) "editorial" expressions; (11) hackneyed phrases; (12) fine writing; (13) paragraphing; (14) methods of paragraph development; (15) careless proof reading; (16) faulty punctuation and capitalization; (17) forceful headlines; (18) effective bits of description and figures of speech; (19) consistency in typographical style; (20) the best written story of the day and *why*.

Investigations may be correlated with matters of technique assigned in the text-book. Discussion of other matters related to newspaper publishing might well be guided by the instructor.

A number of authoritative books on phases of newspaper work is available, and magazine files in the library will yield much material to pupils undertaking investigations of the fascinating chapters in the establishment and growth of American newspapers.

Biographies and contributions of such great editors as Benjamin Franklin, Horace Greeley, Charles A. Dana, James Gordon Bennett, Joseph Pulitzer, William Rockhill Nelson; [1] the achievements of great newspapers of national reputation; famous cartoonists; celebrated war correspondents; comparative methods of handling great stories; operations of press associations; the description of how newspapers are printed, with particular reference to linotypes, stereotyping, and presses; an investigation of the converting of spruce trees into paper pulp; the evolution of paper; the gathering

[1] The teacher is referred to two excellent bibliographies, *Some Great American Newspaper Editors* and *Masters of American Journalism*, published by H. W. Wilson & Co., White Plains, N. Y., which may be secured at twenty-five cents each. Topics for required readings, with references, may also be found in the Appendices of *The Cambridge History of American Literature*, and G. H Payne's *History of Journalism in the United States*.

and distribution of news by telegraph, cable and wireless suggest the almost endless opportunities for investigation in the field of past and contemporary journalism.

Individual Instruction. — The best teaching is that which establishes personal contact between student and teacher. Only in this way can the instructor succeed in eliminating individual faults that crop out in stories from day to day. Specific counsel and suggestion, based on actual needs, may be given in short conferences at the close of the week's work. If carbon copies of students' stories are dropped into the instructor's box these may be analyzed critically in appointment periods. This attention to each reporter rounds out effectively class-room and text-book instruction.

The English of Newspapers. — A greater dexterity with the familiar symbols of expression used in everyday life may also come as the result of intensive study of the newspaper's stock of words. Charles Dickens, Rudyard Kipling, Richard Harding Davis, William Dean Howells — to mention just a few — served their apprenticeship as newspaper reporters, and learned to write apt, graphic sentences, warm with the heat of life, in the course of their wanderings in search of copy.

W. W. Harris, for many years a New York editor, bears witness to the literary art of the well-edited newspaper, in these words:

> The newspaper is not primarily an organ of literature. It is an organ of news. The real newspaper man does not consider himself as one of the *literati*. But I do not deny — I affirm — the literary, ethical, and cultural values of the newspaper. The English of the daily paper is, in the main, good English. It tells about interesting things and its English is habitually terse, vivid, intelligible. It is undoubtedly much better than the mass of newspaper readers could themselves produce. It is a constant training, therefore, to the millions who couldn't write English so well as it appears in the newspaper.

The constant reading of newspapers certainly has these results: An extension of popular vocabulary; an extension of popular information; a broadening of our world vision (for never have newspapers printed so much world news as of late years); an education in personal and international ethical values.

Another Editor's View. — The introduction of the newspaper into the classroom is certain to bring with it a certain obligation to make the paper a medium of wholesome news, in the opinion of James Schermerhorn, formerly publisher of the Detroit *Times*. He says:

The very fact that the newspaper is following Mary to school — not one day, but every day — will have the effect of making the publisher thoughtful; especially that type of publisher who, when overtaken in an offense against decency, falls back upon the ancient extenuation, "We are giving the people what they want." It's a wretched excuse for slime and salaciousness at the best; when urged by a newspaper that numbers thousands of public school students among its readers, it becomes a miserably false defense.

The regular use of the newspaper then in the daily routine of study redounds first to the advantage of the newspaper by quickening the publisher's sense of accountability for what he puts into his columns and prompting him to replace what is questionable with matter that has more of the educative and cultural quality. This does not mean that he shall not tell the complete story of the day; it means that he shall not put the emphasis upon the morbid and the criminal — that he shall make virtue attractive and vice abhorrent; also that he does not become a vender through his advertising columns of outlawed things such as liquor and cigarettes.

"Our paper is fit to be used officially in the public schools" will thus become the guerdon of the high endeavors of the publisher who realizes that —

> "Boys flying kites haul in their white-winged birds,
> But you can't do that way when you're flying words."

It is likewise helpful to Mary herself to have the daily paper follow her to school. It is the latest and greatest text-book she can take up. It is a brand-new compendium of things worth while coming fresh from the authors every day. Other books tell of other worlds of other days; this daily volume deals with this world of today. Every other study hour brings to Mary "the storied lapse of the centuries" in the realms of science, literature, history and languages, but the daily paper spreads before her the marvelous story of the throbbing present. While Mary is learning about the Middle Ages, she should be living in the present age. She should not ride backwards in the automobile of acquisitiveness; she should face about and see where she is going. The newspaper deals with the workaday realm she must enter when she has ceased drawing upon the knowledge and inspirations of the past. It is an injustice to Mary to make her forsake the world and all to get an education; the newspaper brings the world, for which she is getting ready, right where it will be handy when needed. Important as it is that she should know geometry, botany, and bookkeeping, it is more vital that she should know life — life as it is unfolded from day to day and editorially interpreted in the carefully-edited daily newspaper.

Finding an Outlet. — The real aim of newspaper study, however, is to inspire students to conduct a paper of their own, using their common life as their subject matter. Students will warm to the work when they see their stories in print. They have been given an incentive. The teacher will have touched a law of creation, a workman's joy in a completed task.

If a school paper, edited by students and under obligation to meet its printing bills, does not seem advisable, a good medium may usually be found in the town newspaper. When the author served as editor of a small-town newspaper he printed every week two columns of school news, collected and written by high school and grade reporters and edited by the teachers in composition. He found that pupils,

teachers, and parents read the items eagerly, and that the paper's circulation rose steadily. Many editors will be glad to furnish a medium for the publication of such school news.

Still another way to secure a vehicle for publication — for this is the nub of the entire matter — is to reproduce on a mimeograph the news gleanings of the week. This miniature newspaper may be distributed at a specified time to all in the school. If such is impracticable the paper may be produced on a typewriter, with headings drawn by a skillful penman, and attached to a bulletin board, or perhaps read as a part of a literary program.

Motivating English Composition. — That the study of the newspaper may also suggest a method for motivating the teaching of a literary classic is also being shown these days in many a class-room. One resourceful teacher in Crestview Junior High School, Columbus, Ohio, suggested that pupils studying *The Odyssey* adapt its stories to the vernacular of the present-day newspaper. The result was a newspaper styled *The Ithaca Herald* filled with narratives written and headed in news style, with the addition of a cartoon, editorials, advertisements, and readers' column, all of which carried out the spirit of this classic of old Greece.

Miss Nelle E. Chaffee, a teacher in the high school at Ottawa, Kansas, used a similar plan with a sophomore class. She writes of her experiences as follows:

> The class was about to analyze intensively paragraphing and sentence structure. To introduce this to them in a way that would be both instructive and interesting was the problem. The class was studying *The Idylls of the King*. As the classic was full of action, and characters that appealed, in one rash moment the newspaper idea was conceived. When the suggestion was made to the class it was keenly alive. All idea of composition had flown, and a real live paper had taken its place.
>
> At once a name was sought for. Each individual in the class

THE WEATHER
Jerusalem: Fair today; Rising Temperature.

THE JERUSALEM HERALD.

HOME EDITION

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VOL. XI, NO. 360. JERUSALEM, JUDEA, THURSDAY MORNING, DECEMBER 25, 4 B. C. Price 10 Cents.

ANGELS HERALD BIRTH OF KING

REGISTRARS MAKE RECORD

THREE THOUSAND PEOPLE WERE ENROLLED BY CENSUS TAKERS YESTERDAY

HEAVY EVERYWHERE

REPORTS FROM ALL SECTIONS OF PALESTINE TELL THE SAME STORY

Dissatisfaction Over Plan.

(Continued on Page 3.)

NIGHT SCENE IN THE HILLS OF JUDEA

The Shepherds had set their watches for the night and had gathered around their campfire when an angel appeared in their midst and announced the birth of a Savior

SHEPHERDS TELL OF WITNESSING REMARKABLE VISION WHILE GUARDING THEIR SHEEP ON THE HILLS OF JUDEA.

HEAVENLY HOST PROCLAIM COMING OF THE LONG-PROMISED SAVIOR—SHEPHERDS GO IN SEARCH OF CHILD TO WORSHIP HIM.

Netophah, Judea, December 25.—A number of shepherds from the surrounding hills arrived here shortly after the beginning of the third watch tonight with reports of having witnessed, while guarding their flocks, a remarkable vision in which an angel, surrounded by a brilliant light, came from out of the skies and stood before them and announced that a king of Israel, the long-promised Savior of the Jews, had just been born in Bethlehem.

Reports of the vision spread rapidly throughout the hills of Judea, and the shepherds, believing that the Christ has come to earth, are deserting their flocks and are now on their way to Bethlehem to search out the child.

Different versions of the affair are being related by those who passed through this village tonight, but all agree as to the main facts.

Samuel, of Bethlehem, a shepherd who grazes his flocks near here, gives one of the most complete accounts as to what happened. ...

... city of David, a Savior, which is Christ, the Lord. And this shall be a sign unto you: ye shall find the babe wrapped in swaddling clothes, lying in a manger.'

Heavenly Hosts Appear.

STATEMENT BY THE EDITOR

(Written as of the year A. D. 1914.)

Nineteen hundred years ago there was born in Bethlehem, Judea, a baby whose coming had been foretold by the prophets of old. This baby was God's gift to humanity—a Redeemer for His people—a Savior which is the Christ.

Nineteen hundred years have rolled away since the shepherds in the hills of Judea first heard the wonderful story of the birth of this Jesus. The coming and the going of the centuries have brought changes in the people, their customs and beliefs, but through it all the Christ stands out as the One who is the same yesterday, today and forever.

The editor has sought to bridge the great chasm created by the passing of time and to carry his readers back with him to the beginning of the Christian era, when "God so loved the world that He gave his only begotten Son that whosoever believeth in Him should not perish but have everlasting life."

This has been attempted, to the best of his ability and as far as he has been able to understand them, by recording the more important events occurring nineteen hundred years ago in the same manner a reporter on a modern newspaper would have written them had he been present at the time with the mind, the point of view and the facilities of today.

The development of this idea has met with difficulties which call for charity by the readers in their criticisms of seeming discrepancies. One of these, for instance, is the use of the modern calendar in establishing dates instead of the one in vogue at the time, an inconsistency which is adopted for obvious reasons.

The interpretation given certain events may be misconstrued unless the readers keep constantly in mind that all the happenings chronicled in this and subsequent editions of The Herald, with this one exception, are supposed to have been written on, or about, the day of their occurrence when they were "news" nineteen hundred years ago. The significance of many things then clouded in darkness has since become manifest.

Christ's mission on earth was not fully revealed while He was still a baby. It is therefore obvious that the editor could not do otherwise than to confine his efforts on that subject to the revelations made to the shepherds of Judea and the wise men of the East and those foretold by the prophets. The editor has sought to reflect only the events, opinions and conditions as they existed on the day in which The Herald is supposed to have been produced.

The publication of The Herald will be confined for the present to seven issues which appear on consecutive days. They will cover the principal events in the life of the Christ from His birth up to and including the flight of Mary and Joseph into Egypt, and ordinary happenings of the day sufficient to give a proper local color to the papers and to tell of civil and political conditions which prevailed at the time.

The gospels according to St. Matthew, St. Mark, St. Luke and St. John have been the principal sources of inspiration for this work with such aid as could be obtained from the works of Josephus and others.

The editor leaves the fruit of his efforts in the hands of the readers. It is his hope that it may be received with kindness and in the spirit in which it is written and that it will awaken in some a desire to learn further of this Christ whose advent on earth is here so unworthily portrayed.

MAN WHO STOPPED ALEXANDRA'S FLIGHT INTO EGYPT RETURNS TO BE TAXED

Sabion Visits His Native City After Many Years' Absence in Damascus And Recalls Attempt of King's Mother-in-Law to Join Queen Cleopatra—Granted an Audience by the King.

Lother Sabion, who lived in Jerusalem for more than forty years and who at one time played an important part in the history of the empire by preventing King Herod's mother-in-law, Alexandra, from escaping into Egypt to join the late Queen Cleopatra, is here to register and be taxed in response to the decree of Caesar Augustus.

Sabion is now 76 years old, but still retains the vigor of his earlier days to a remarkable degree. He has resided in Damascus, Syria, since leaving Jerusalem almost thirty years ago and this is his first visit to the city of his nativity since then. ...

KING HEROD'S BODY GUARD ORDERED RETIRED FROM SERVICE AT PALACE

Centurions in Command of Caesarean Cohorts Receive Instructions to Choose Men for New Guards to Take Places of Those Dismissed—New Swords Ordered from Damascus—Be Uniformed Like Romans.

If Jerusalem had had a Daily Newspaper

Tolbert R. Ingram of Denver, Colorado, Editor of the *Jerusalem Herald*, endeavors to carry his readers back with him to the beginning of the Christian era, by recording the principal events of nineteen hundred years ago as a reporter on a modern newspaper would have written them had he been present at the time. He obtained his material from the four master reporters who wrote the four Gospels.

submitted a name. Choice was made by vote. Some of the names were "Idyller," "Camelot Herald," "Searchlight."

An editor was chosen next. He, in turn, chose his helpers. This was the staff. One looked after the news items, one the sporting page, one the personals, one the society column and one the advertising section. Every member of the class became a reporter. Thus the work was divided. There was a variety of subjects used and the most of these were suggested by the class. For the news page Arthur's battles were written up. Other stories were about "The Crowning of Arthur," "The Finding of the Diamonds," "The Disappearance of Gareth," "The Death of Arthur."

On the society page we had one story written about the marriage of Guinevere and Arthur, another telling of Leodogran entertaining for Bellicent and her two sons, Gawain and Modred. Other similar topics were used. In all they were very careful to be true to local color as to costumes and decorative schemes.

There was a great opportunity to write personals. Of course these items were largely creatures of the imagination, but they were careful to keep time, place and character intact.

The sporting page was a field for the boys. They took delight in writing stories about the tournaments.

The editorials consisted of comments about the dress of the knights, about the different characters, and peculiar happenings.

The advertising section gave the artists in the class an opportunity to exhibit their skill. They drew pictures of the article to be sold and then printed clever advertisements to go with the picture. They illustrated various parts of the armor, and the weapons used in war.

Every member of the class experimented on an attractive heading for the paper. The class then decided on the one that was to be used.

After the stories were prepared they were handed to the teacher in charge who checked them and made suggestions as to style and composition. After these were put into proper shape they were handed to the member of the staff whose duty it was to receive that particular style of story. He chose the one he considered

best and placed it on reserve. When a sufficient number of stories had been prepared they were typewritten. The commercial department had a little more work than it desired because the class asked for the newspaper column.

The next step was to go to the newspaper office and get the regulation size paper. It was then folded and made to resemble the city paper. The stories and advertisement were then pasted on this sheet. All news items were on page one. They used two or three columns for society items, a page for personals, a page for the sports, and part of a page for editorials. Advertisements were scattered freely through the sheet. We asked each reporter to attach his name to the part of the paper he had contributed. On the editorial page the names of the members of the staff appeared.

This plan gave practice in news writing. The pupils took delight in it, and wrote so freely that it was difficult to keep the work checked. Paragraphing and sentence structure were studied, and the pupil did not realize he was working.

Still another channel to secure publicity for the stuff of the newspaper, if the printed sheet does not seem feasible, is to promote the composition of an oral chronicle. Students may be assigned to report on real events, or allowed free rein to find these for themselves. Another group may be asked to produce editorials, another advertisements, another society items and personal brevities. At the usual class hour all the grist may be offered in the form of oral reports, made with due regard to the technique of newspaper presentation.

Print Shop Education. — The ideal system, however, is to give the publication of the paper into the hands of the class in printing. Certain advantages are certain to accrue to this method of instruction. Richard G. Boone, professor of education at the University of California, affirms his own faith in the print shop in these pertinent words: [1]

[1] *The Print Shop in School Education*, issued by the Education Department, American Type Founders Co., Jersey City, N. J. Reprint from the Sierra *Educational News*, September, 1919.

It is known that in certain schools of eastern cities nearly 100 years ago, the printing art was used along with sawmills, tanneries, cement works, etc. It was, however, less an instrument of education, than a means of wage-earning to meet the expenses of school; a practice which yet obtains in Berea College, Tuskegee Institute, and elsewhere. Its introduction then was incident to the Manual Labor movement in education, and belongs to the middle of the last century. Benjamin Franklin saw its merits as a means of education. To these uses, contemporary experience adds that of vocational training. Whether in the school of the future, the print-shop shall come to be in any large way a commercial venture; an exercise having education and liberalizing purposes, mainly; an objective in vocational training; or some combination of these purposes, remains to be determined. Present conditions indicate that this last will happen.

Contemporary thought is critical of programs and processes in the guidance of youth; — now eager to assure their economic efficiency; now jealous of the liberal meanings of education and the discipline of faculty. The tools of teaching and learning have had an interesting history; first, they were the words of another in tradition or lecture; then, another's information embalmed in books; then the laboratory and illustrative material; finally the processes of living and the daily round of activities, systematically organized and shaped for the class-room. It was long before it was seen how the common and wage-earning and civic and social doings could be manipulated as a teaching device; and longer yet, before occupational activities could be incorporated in the school program — agriculture, metal trades, building processes, horticulture, animal husbandry, blacksmithing, diatetics, millinery, nursing, etc. Yet there is no one of these but may be found in one or another school, and most of them in many curricula.

Of all the arts, printing would seem to be most adaptable to instructional uses. The cost of installation compares favorably with that of other shop equipments — household art, and household science, wood-working for manual training, horticulture, iron-smithing, etc. Its processes are of personal concern to a larger number of students than any of them. It easily correlates

with most other parts of the curriculum. It is an admirable means of socializing the school's group interests. Intellectually it is a clearing house for one's ideas. In form and motive, it represents one of the most primitive of human instincts — the craving to utter one's experience and to shape the utterance to suitable, intelligible and fairly permanent ends. In one or another of its forms, it easily fits itself for use by pupils of any grade of maturity and attainment from early adolescence through the secondary period. It has both personal and social values; both disciplinary and practical; both the utilitarian and the fine arts reference.

These reflections have been suggested by the recent study of school printing in California, a report of which will be found in the present issue of the Sierra Educational News. It will be noted that some conclusions were formulated as to its suitableness for teaching purposes; its aims in school programs, and its adaptation to personal and group interests. Unwittingly, maybe, the three organizations named in the report have done a masterful service, not for the vocation alone, or chiefly, but for culturing, humanizing, and social purposes, as well; purposes which are of the nature of real education, through whatever means — mathematics, Latin, history, science. With none of them have any high results been achieved until they have been lived as well as learned. School printing is destined to occupy a larger place in education than yet appears.

Complete details on the installation of a school printing office may be secured from the educational department of the American Type Founders Co., Jersey City, N. J., or from Barnhart Brothers and Spindler, Chicago.

In the Manual Training High School, Kansas City, Mo., the *Manualite* is entirely self-supporting and has put in practically the entire print shop equipment, including a $2,800 cylinder press, from the profits of the paper. The Board of Education supplies the instructor in printing, and in return the print shop does all the school printing.

There is no better way to point out and to correct a lad's inaccuracies, bad spelling and punctuation, poor word usage,

faulty paragraphing, slovenly sentence structure, than to set him to work editing copy, reading proof-sheets, and setting type. Here is education by absorption. He must consult the dictionary and check up errors. If any teacher doubts the statement, let him ask the editor of his town paper for some uncorrected galley-proofs and set his students to finding and correcting mistakes in diction, spelling, grammar, punctuation and the like. The results will be surprising. Again, the students have been given a practical objective.

Seeking Aid of Editors. — Practical experience in news writing often comes by way of the local newspaper office. An interesting experiment is to secure the permission of a city editor to place students on his staff for a day's trial. Their printed stuff, while perhaps not professional, makes good reading and insures a large sale of papers among parents. The by-product of actual experience is distinctly valuable.

Another innovation, made possible by editorial sympathy with the work, consists in the instructor's assigning a certain city paper to the class for thoughtful analysis, with a request for a written opinion on its good and bad points. Possibly a prize might be offered by the paper for the best critical estimate.

A class in journalism at Emory University studied the editorial page of the Jacksonville, Fla., *Times-Union*, on assignment from their instructor. Their findings were printed in the *Times-Union*. One of the essays ran as follows:

> **TIMELY AND INTERESTING**
>
> As a whole, the editorial page of the Florida *Times-Union* offers timely editorials and interesting reading matter. The first column is devoted to short paragraphs for quick reading. In the issue of December 1 the editors delicately

hint that they are in favor of woman suffrage. The next two columns are devoted to longer editorials — in fact, to speak frankly, almost too long, if the editorial should be the "length of a pencil." Generally one does not like to read long editorials, but in spite of this fact the long editorials in this issue were interesting and instructive, especially the one about the United States paying imprisoned German officers. The last two columns are very aptly devoted to exchanges, a few short and clever philosophical paragraphs and a little Florida boosting. The page, taken as a whole, presents a very neat appearance and is on a par with the rest of this paper. We venture the remark that the *Times-Union* editorials are widely read and enjoyed.

J. A. PARSONS
Hawkinsville, Georgia

A Class Room Course of Study. — It is often easier to approach a new subject if some definite plan is laid down, not to be slavishly followed but to give structure to the course.

The teacher will find that the practices of journalistic writing will sometimes conflict with the laws of rhetoric taught in the regular English courses. This variance should be explained by pointing out the differing purposes of journalistic and formal composition.

The accompanying course of study was developed in the Summer Session of the University of Wisconsin by a group of 15 high school teachers, in conference with the author, who directed a course in the teaching of journalistic writing in the schools. It represents a composite view, adaptable to actual needs, but is easily expanded or curtailed to meet local conditions.

First Semester

The purpose of this course is two-fold: (1) To give the pupil an intelligent appreciation of the better types of journalism and (2) to prepare him to write for the school paper. Throughout the term local and metropolitan papers are to be searched for examples of the stories studied. Work showing merit is published in the school or local papers. The schedule:

First and Second Weeks. — Contrast news stories with literary stories and themes, with specific examples. Class exercises to develop observation and accuracy. Begin study of copy-reading signs used by the teacher in correcting papers. What is news? Analysis of news sources in high school and local papers.

Third and Fourth Weeks. — Study of personal items in newspapers, with clippings pasted in note books to illustrate good and bad methods. Writing personals. Emphasis on accuracy, clearness, interest, complete information, good diction, and emphatic beginnings.

Fifth and Sixth Weeks. — The lead and its function. Analysis of good and bad leads. Classification of types of leads, with examples selected by pupils. Reconstruction of faulty leads. Study of effective words, sentence structure, and paragraph length. Begin study of Style Sheet, to continue throughout semester.

Seventh and Eighth Weeks. — Analysis of the body of story and methods of organization. Develop news story by means of class dramatization. (Have pupils interviewed by some one as a reporter. Have two or three work out the scene before class. Then have class write the news story from the facts they have learned.)

Study dramatic qualities of the English used by newspapers, with stress on figures of speech. Pupils may be assigned to make posters of striking phrases and figures clipped from newspapers.

Ninth, Tenth, and Eleventh Weeks. — Various types of news stories, such as fires, exhibitions, accidents, with special emphasis on school news stories such as sports, assemblies and meetings. Study sport stories in reputable newspapers.

Twelfth Week. — The theory of headline writing. Types best adapted to school and local papers. Practice in writing heads

for the school paper. Throughout the semester pupil will write heads for his own work.

Thirteenth and Fourteenth Weeks. — Interviews and how to get them. Methods of approach; ethics of the interview; use of direct and indirect quotations. Pupils to interview interesting people in the school and city, supplemented by framing of leading questions that might be put to various men mentioned in "Who's Who in America."

Fifteenth and Sixteenth Weeks. — Feature stories. Specimens clipped from good newspapers. Show relation between news story and feature story in elaboration and treatment of news. Writing of feature stories based on pupils' experience and reading, and upon seasons, holidays, and topics of immediate interest and appeal.

Seventeenth, Eighteenth and Nineteenth Weeks. — Editorials. Show value and need of constructive editorials. Structure of editorial, emphasizing need of contact with reader, compactness, clearness, and persuasiveness. Base subjects on topics of school interest.

Class reports throughout the semester on great newspaper personalities, and effective editorials appearing in the papers in order to keep the pupil in touch with current thought.

A weekly quiz, lasting 15 minutes, on important events as recorded in the newspapers.

Second Semester

The work of this semester must be adapted to the needs of individual schools. This class should be responsible for the publication of the school paper and the annual. Many times this must be carried on in connection with a complete year's work in literature. All copy in this class should be written for the paper.

Additional work in writing heads should be given as well as copy and proof reading. Time should be given to the better development of the feature and human-interest story. A survey of the history of journalism adds interest to the work.

The Instructor's Equipment. — Properly to direct a course in journalistic writing thus outlined implies that the instructor have a background of newspaper experience. Preliminary work on a reputable newspaper gives confidence and a professional point of view. Lacking this, the next best thing is advised, *viz.*, work in reporting and editing on a newspaper during the summer vacation, even though the salary may be meager or none at all. In addition to this equipment the teacher needs to make a constant study of newspapers and the text-books on newspaper making.[1] With the growth of schools of journalism these books have multiplied greatly and now include almost every cross-section of journalistic endeavor.

Correspondence courses in journalism are now offered by several universities, although enrollment in a university offering journalistic instruction in its Summer Session affords a better opportunity to acquire college training. Frequent interviews with newspaper men and visits to newspaper plants in company with the class are recommended.

The Teacher's Relation to the Paper. — "A willingness to be forgotten" is said to be one of the characteristics of the ideal teacher. A willingness to let the students write the paper is an essential in conducting a school newspaper.

In the past perhaps you have been content to allow the students to do the work, but in the end you probably have taken the easiest way, that of doing it yourself, rather than shoulder the more difficult task of showing the youngsters how to write their own copy. Ah, that is your part, co-operation. With the staff of the paper changing every year, and the personnel of the English class shifting, you will find yourself in the position of a drill-master constantly beset by raw recruits, constantly caught in blunders and

[1] A list of books on journalism and newspaper making will be found at the close of the present chapter.

mistakes. But be patient; they are good soldiers in the making.

But since there is no profit where there is no pleasure, so there will be no successful newspaper until students realize that this sheet is their own, for their amusement, for their entertainment, for their betterment and their advancement as a school. The expression of these desires will teach them to write clear, simple English, without self-consciousness. Await your time. Only allow the spirit of possession to take hold of these scribes, and you have struck a rich human vein which can never be worked out. All of us either like the things which belong to us or know that we should like them. Loyalty is the fruit of this feeling. If this loyalty to the school paper is not sincere, and some students insist upon sour criticism, you as instructor should show them that the paper must be improved so that it will be worthy of their devotion.

To repeat, the school paper must be their own workmanship if it is to win their admiration. Students will read and re-read the things they have written, laugh and laugh again at their own jokes and verses. If comrades are appreciative of a good story, verse, or a telling cartoon, the author or artist will never need to be coaxed to try again.

You should make clear to the staff that the paper must serve the interests of all, and that it is a good paper in proportion as it touches many lives. True, it may tend to become rather flippant and light, if not directed by an older hand. Let it be youthful and buoyant, but see that it reflects what is being done in the class-room in a serious, academic spirit.

A Final Word to the Teacher. — What, then, is to be your function in relation to this newspaper? Are you to be an editor, censor, or comrade? You may be all three. You are to work in harmony with the editor and copy-readers,

weeding out glaring mistakes, correcting errors in judgment, pointing out ways for improving the tone and quality of the paper; occasionally you must exercise a stern authority; at all times you should be a good friend and counselor. Reporters and editors will respond to your kindly offices if tactfully offered.

If you do your part the paper will show the impress of your personality. In short, you are to be the sympathetic and inspiring guide to young folk learning to write by finding an avenue of expression through print.

SUPPLEMENTARY READING ON PHASES OF JOURNALISM

NEWS WRITING. — *Newspaper Writing and Editing*, W. G. Bleyer, Houghton Mifflin Co., Boston; *The Writing of News*, C. G. Ross, Henry Holt & Co., New York; *Essentials in Journalism*, Harrington and Frankenberg, Ginn & Co., Boston; *News Writing*, M. L. Spencer, D. C. Heath & Co., New York.

NEWSPAPER EDITING. — *Newspaper Editing*, G. M. Hyde, D. Appleton & Co., New York; *Handbook for Newspaper Workers*, G. M. Hyde, D. Appleton & Co., New York.

COLLECTIONS OF NEWS STORIES FOR CLASS USE. — *Types of News Stories*, W. G. Bleyer, Houghton Mifflin Co., Boston; *Typical Newspaper Stories*, H. F. Harrington, Ginn & Co., Boston.

THE WRITING OF FEATURE ARTICLES. — *Writing the Feature Story*, W. G. Bleyer, Houghton Mifflin Co., Boston.

NEWSPAPER PUBLISHING. — *Making a Newspaper*, J. L. Given, Henry Holt & Co., New York; *Practical Journalism*, E. L. Shuman, D. Appleton & Co., New York.

ADVERTISING. — *Advertising*, D. Starch, Scott, Foresman & Co., Chicago; *Advertisers' Handbook*, International Correspondence Schools, Scranton, Pa.; *Writing the Advertisement*, S. R. Hall, Houghton Mifflin Co., Boston; *Advertise!* E. Sampson, D. C. Heath & Co., New York; *Essentials of Advertising*, F. L. Blanchard, McGraw-Hill Co., New York.

EDITORIAL WRITING. — *Editorials and Editorial Writing*, R. W. Neal, Home Correspondence School, Springfield, Mass.; *The Editorial*, L. N. Flint, D. Appleton & Co., New York.

AMERICAN JOURNALISM. — *The History of American Journalism*, James Melvin Lee, Houghton Mifflin Co., Boston; *History of Journalism in the United States*, G. H. Payne, D. Appleton & Co., New York.

JOURNALISTIC WRITING IN THE HIGH SCHOOL. — *News Writing in the High School*, L. N. Flint, Department of Journalism Press, University of Kansas, Lawrence, Kansas; *Journalism for High Schools*, Charles Dillon, Lloyd Adams Noble, New York.

PRINTING. — *Army Vocational Three Year Course in Printing*, Frank K. Phillips, American Type Founders Co., Jersey City, N. J. (Showing how printing instruction may be coördinated with English, spelling, mathematics, drawing, and science.) *Printing for School and Shop*, Frank Henry, John Wiley & Sons, Inc., New York; *The School Print Shop*, Katharine M. Stilwell, Rand, McNally & Co., Chicago; *Vocational Printing*, R. W. Polk, G. M. Jones Co., Indianapolis, Ind.; Specimen Book of Type Styles, American Type Founders Co., Jersey City, N. J.; Specimen Book of Type Styles, Barnhart Brothers & Spindler, Chicago.

PERIODICALS. — *The Editor and Publisher* (weekly), New York City, newspaper news; *The Fourth Estate* (weekly), New York City, newspaper news; *The Editor* (bi-weekly), Highland Falls, N.Y., manuscript markets for amateur writers, with advice and suggestions; *The Writer's Monthly*, Springfield, Mass., manuscript markets, with suggestions to amateur writers. *The Inland Printer* (monthly), Chicago, printing news and articles on the teaching of printing.

B. STYLE BOOK FOR A HIGH SCHOOL NEWSPAPER[1]

CAPITALIZATION

1. When in doubt, *don't*, is a good rule for capitalization. Most newspapers prefer small letters (lower case) to capitals (upper case). In other words, they put letters *down* instead of *up*. Example: (Up) The Superintendent lives near the Parsonage. (Down) The superintendent lives near the parsonage.

2. Capitalize titles preceding names, as, *Superintendent Healy;* but not where the title follows the name, as, *R. F. Healy, superintendent of schools.*

3. Capitalize the full names of associations, societies, and clubs, as, *Orio Debating Club.* Do not capitalize *society, committee, association, club,* and the like, unless the word is a part of the official title of the organization. *The* preceding the name of the society is not capitalized. Capitalize *High School* when giving the name of any school in full, as, *Riverside High School,* but do not capitalize *high school* in other cases, unless referring to one's own.

4. Capitalize *school, academy, depot, building, street, theater,* and such words only when they are a distinctive part of the title, as, *Bryant School for Girls, Blair Academy;* but write

[1] If every news writer did his work to accord with his own particular system of capitalization, punctuation and word usage, endless trouble would ensue. Such confusion is overcome by the acceptance of an office style book as the standard. In the interest of uniformity, writers should conform to its practices without question. Its rules should be consistently observed, or the style book is valueless. The suggestions herewith presented have been drawn up for the guidance of reporters and copy-readers.

Merchant Trust building, Neil street, Episcopal church (building), *Park theater.*

5. Capitalize *Boy Scouts* and *Campfire Girls.*

6. Capitalize the names of federal and state, but not municipal departments of government, as, *Congress, Department of Labor;* but write *fire* and *ight department.*

7. Capitalize *East, West, Middle West, North, South,* when used to designate parts of the country, but not when used to show direction. Do not capitalize *eastern states, westerner.*

8. Capitalize distinctive localities, as, *West End, Picnic Point.*

9. Capitalize and quote the names of books, plays, speeches, songs, titles of addresses, and the like. Principal words should only be capitalized in titles, as, *A Pair of Sixes.* Capitalize the names of papers and magazines, but do not capitalize *the,* nor quote the name of the publication.

10. Capitalize nicknames of athletic teams and fanciful titles of states and cities, as, *Hawkeyes, Chicago White Sox, Mound City.*

11. Capitalize notable events, wars, races, nationalities, holidays, and battles.

12. Capitalize *island, river, ocean, county,* when used in a specific name, as, *Atlantic Ocean, Keokuk County.*

13. Capitalize names of religious bodies, political parties, Bible, words standing for it, and all names used for the Deity.

14. Capitalize traditional school events and functions: *Convocation, Class Day, Commencement Day, Freshman Frolic, Community Night, Better English Week.*

15. Do not capitalize such words as *armory, post office, geometry, bachelor of arts, courthouse, board, field, church, city hall, army, navy, library, fraternity, junior, freshman, summer, avenue, king, emperor.*

Abbreviations

16. Abbreviate the names of states, territories and possessions of the United States when used after the names of cities; not otherwise. The postal regulations guide gives the correct abbreviations.

17. *Saint* may be abbreviated in proper names. *Mount, Fort,* and the like should be spelled out. Do not abbreviate the names of cities.

18. When the full name or initials are given *Doctor, Professor* and *Reverend* may be abbreviated.

19. Abbreviate academic degrees used after the name.

20. Spell out *per cent, avenue, railway, brothers, A.B., street, company.*

21. Do not abbreviate proper names. The days of the week are spelled in full, also the months of the year.

22. Abbreviate *number* when followed by figures.

23. Never use *Xmas* for Christmas.

24. Spell out *United States* except where a part of a title or when referring to the army or navy.

25. Never use an abbreviation that the average reader will not understand. Common abbreviations such as Y. M. C. A. and W. C. T. U. will be understood, but the names of many local organizations if abbreviated will not.

26. Omit the period after a word shortened by the use of the apostrophe.

27. Do not abbreviate such names as *George, John, Charles.* Where *Thomas* is shortened to *Tom,* do not use a period.

Figures

28. Do not begin a story with figures.

29. Use figures for definite numbers greater than 10. When speaking in round numbers spell them, as, *Almost a hundred were present.*

30. Use figures for ages, street and telephone numbers, receipts, and athletic scores.

31. Write dates as follows: *March 21*, not *March 21st.*

32. Do not write useless ciphers when giving sums of money. Write $5, not $5.00; also write *7 o'clock* or *7 p.m.;* not *7:00 p.m.*

33. Use the following forms in reporting summaries of athletic events:

Track

100-yard dash: Ward, Chicago, first; Knight, Chicago, second; Hammitt, Illinois, third. Time: 9 4–5.

Shot Put: Des Jardien, Chicago, first; Schobinger, Illinois, second; Currier, Illinois, third. Distance: 41 feet, 3 inches.

Half-mile run: Campbell, Chicago, first; Stegeman, Chicago, second; Stout, Chicago, third. Time: 1:55 2–5.

Baseball

ILLINOIS	R	H	A	PO	E
Arbuckle cf	0	2	0	0	0
Krebs 3b	1	1	3	2	0

Football

Lineup

ILLINOIS		NORTHWESTERN
Derby, Squier	le	Strader
Petty, Madsen	lt	Kral
Chapman	lg	Bartz

Basketball

Lineup

ILLINOIS (20)		INDIANA (4)
Williford, Alwood	rf	Parter, Frenzel
Ralf Woods	lf	Maxwell, Nafe

Titles

34. Do not use *Mr.* when initials or Christian name are used.

35. Use *Mrs.* before the name of a married woman, *Miss* before that of an unmarried one. In giving lists of married women *Mesdames* may precede the list. *Misses* is also correct before lists of unmarried women where initials or Christian names are used with the surnames. Omit *Miss* when speaking of high school girls.

36. Do not use unwieldy titles, as, *Director of Manual Training Jenkins.* Say *Frank Jenkins, director of manual training.* Do not use "name handles," as, *Grocer Robbins.*

37. Do not use *Esq.* following a man's name.

38. Never say *Mrs. Dr. Jones, Mrs. Senator White. Mrs. Butcher Dayton* would be just as logical.

39. Give the title of professor only to members of a college or university faculty of professorial rank. *Superintendent* and *Principal* are words most generally used in high schools.

Quotations

40. Be sure to end quoted matter with quotation marks. Where the quotation is broken into paragraphs, place quotation marks at the beginning of each paragraph and at the end of the last.

41. Use single quotation marks for a quotation within a quotation. Double marks are again used for the third quotation.

42. Where an incomplete quotation is used, include a dash within the quotation marks.

43. Quote all direct quotations, but not indirect quotations: He said, "*I have been hurt,*" but — *He said he had been hurt.*

44. Titles of books, words used in a peculiar meaning, slang, and words used ironically are quoted.

45. Do not quote names of characters in books and plays, nicknames, names of cars, vessels, horses, dogs and the like.

Compounds

46. When in doubt as to compounding words, consult a good dictionary.

47. Do not hyphenate *today, tomorrow, tonight.*

48. Compound adjectives and numerals spelled out are hyphenated, as, *much-treasured relic, thirty-sixth meeting, kind-hearted student.*

49. Compounds of *self, fellow, over* and *under* are usually one word.

50. With few exceptions words ending in *house, room, man, yard, boat, ship, fish, bird, case,* and *load* are hyphenated.

51. *Non* usually requires a hyphen.

52. Basketball, baseball, and football are used without hyphens.

53. *Ex, vice,* and *elect* used in titles are connected with the titles by a hyphen.

54. Do not use a hyphen in words formed with the prefixes *co, re* and *pre;* as, *coöperation, codefendant, reënter, reëlection, preinventory.* Other prefixes ending with a vowel take a hyphen when used before a word beginning with a vowel.

Punctuation

The Comma (,)

Use a comma:

55. To set off parenthetic words, phrases, or clauses, as, *Clinton, as everybody knows, will win the game.*

56. When a clause is not closely connected with the main sentence, as, *Clinton High School, which stands on East*

Broad street, celebrated its birthday yesterday. If the clause is closely connected with the main thought, omit comma, as, *Any man who believes in war is a villain.*

57. To separate coördinate adjectives, as, *pretty, adorable, rosy-faced youngster.* Omit the comma when the words are not independent, but connected with what follows, as, *a tall slim glass.*

58. To set off participial phrases, as, *Cheering him lustily, the crowd dispersed.*

59. To set off phrases or expressions at the beginning of a sentence when they are loosely constructed, as, *To tell you the plain truth, sir, I am a Christian Scientist.*

60. When its absence would obscure meaning and offend the eye, as, *Whatever is, is right.*

61. To separate the month from the year, as, *January* 18, 1921.

Omit comma:

62. Before a coördinate conjunction in a compound sentence and in such a series, as, *Will, George, and Jack.*

63. After *such as*, as, *Drinks such as pop, soda-water and lemonade.*

64. After a name followed by a class numeral, as, *James Smith,* '17.

65. After a direct quotation, as, "*The name of the book is 'The Scarlet Letter,'" he said.*

The Semi-Colon (;)

Use Semi-colon:

66. In long compound sentences to show greater separation than that indicated by a comma.

67. Before *therefore, however, consequently, so, then* and similar conjunctive adverbs connecting coördinate clauses.

68. To separate distinct clauses in the same sentence. Thus: *War has come; the dove of peace has flown.*

The Colon (:)

Use colon:

69. In giving time, as, 7:30; and between the verse and chapter in scriptural references.

70. After such expressions as, *as follows: viz:* as, *The following were elected:*

71. Before a long formal quotation.

The Period (.)

Use the period:

72. To show the end of a sentence, as, *The football season has come to a close.*

73. Between dollars and cents, as, $1.95.

74. To indicate omission of a phrase or word, as, *I say that . . . I am not in favor of the movement.*

Omit the period:

75. After nicknames, as, *Tom, Sam.*

76. After *per cent.*

77. After words used in headlines when placed at the end of the line.

The Dash (—)

Use the dash:

78. To indicate a significant pause, as, *I asked for bread and they gave me — a stone.*

79. To show an abrupt change in thought, as, *I desire to say — I am a Mason myself — that secret orders are beneficial.*

80. For emphasis, as, *In the afternoon — mark you, in the afternoon — the band will play on the lawn.*

81. To show an unfinished sentence, or an interruption, as, *And as for you —*

Omit the dash:

82. When the comma will do just as well, as, *Let us proceed to dinner, if you are willing.*

The Parentheses ( )

Use the parentheses:

83. To set off an unrelated part of the sentence or discourse, as, *Poe's Tales* (*you can now find them in cheap editions*) *should be on the shelves of every library.*

ACCURACY — BREVITY — CLEARNESS

C. DICTIONARY OF COMMON NEWSPAPER TERMS

Add. Later information added to a story already written or in type.

A. P. Abbreviation for Associated Press.

Assignment. A story delegated to a reporter by the news editor.

Beat. See "Run."

B. F. Short-cut for **black-face** type.

Box. A frame made with rules, stars or periods and intended to inclose important news. Used for emphasis where convenient summaries are desired.

Break-line. Generally applied to heads where the lines contain white space on either side.

Bonehead. Slang for a stupid, senseless error.

Cover. To secure and write the facts of a story.

Cub. A green reporter learning to collect and write news.

Copy. All manuscript in a newspaper office, prepared for publication by *copy-readers*. *Clean copy* requires little editing. *Time copy* is copy which is as good tomorrow as it is today; therefore may be set up by the printers when they would otherwise be idle. Used as "filler" in special editions or in the absence of live news.

Dead. Composed type once used in the paper and not to be used again.

Dope. Slang for material to be used in a story. Athletic advance stories are generally labeled thus.

Em. The square of the body of any size of type.

Fake. A lie. Not countenanced in any reputable newspaper.

Fall down. Slang for a reporter's failure to get his story.

Feature. The striking fact of the story introduced in the first sentence. A *feature* story aims to entertain and inform, rather than to present fresh news.

Flag. The announcement of the paper's name and terms, usually at the top of the editorial column.

Head. Short for headlines. A *subhead* is a line of type used to set off the paragraph divisions of a story. *Top heads* are used for important news at the top of the column.

Hell-box. A box into which is thrown discarded type.

I. N. S. Abbreviation for International News Service.

Insert. Later information to be inserted in the body of a story.

Kill. To strike out type or copy.

Lead (pronounced *leed*). The gist of the story as contained in the opening sentences.

Leads (to rhyme with *heads*) are thin strips of metal used to separate lines of type. To *double-lead* is to use two leads for the sake of added emphasis.

Morgue. The filing cabinet in which are kept clippings, photographs, and copy to be used in preparation and display of stories.

Must. A penciled order written on copy, indicating the story must be printed immediately.

Play Up. To put unusual emphasis on a certain set of details.

Pi. Disarranged type, hopelessly jumbled. A *pi-line* is a freak line cast by a linotype operator who has made an error and fills out the line by striking the keys at random.

Release. To permit publication of a story at a specified date, but not before.

Rewrite. A story rewritten from another paper.

Run. The territory assigned to a reporter and to be covered regularly.

Scoop. An exclusive story. Sometimes called a *beat.*

Stick. About twenty lines of type, approximately 150 words. The number of lines a composing stick will hold.

Story. General name for all newspaper articles, other than editorials.

String. A continuous ribbon of pasted stories written by a single reporter.

Thirty. The end of the story or of the day's work. A telegrapher's term meaning "Good Night!" When written—30—at the close of an item it indicates "finis."

U. P. United Press.

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